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ABSTRACT

This report, the fifth in a series of six, was prepared as part of Phase II of the California Educational Technology Assessment Program (CETAP). It (1) describes the background and context of instructional video in California; (2) provides detailed profiles of the operations of each of the seven instructional television (ITV) agencies; (3) compares and contrasts the agencies on several selected important operational features; (4) analyzes the aggregated information; and (5) provides recommendations for further evaluation and study. Data collection procedures included a utilization survey to assess the perceptions about the use and effects of ITV among teachers, principals, and school district personnel; a statewide survey of media center directors in county and district offices of education to assess the level of use and value placed on the services provided by the ITV agencies; a self-assessment inventory completed by each of the ITV agencies; agency staff interviews and documents; and summaries of previously collected information about ITV agency services. Findings of this study are presented under the broad categories of: Instructional Television Regional Agencies; State-Wide Analysis of Regional ITV Agencies; Media Directors Assessment of ITV and Media Services; and California Augmentation to the CPB's "Study of the School Uses of Television and Video." Appendices include copies of the questionnaires and forms used for the self-assessment inventory, assessment of ITV and media services, and additional California- specific items for the survey. (Contains 73 references.) (AEF)

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Comprehensive Study of Educational Technology Programs Authorized from 1989-1992

Volume V

Instructional Television Regional Agencies

December 20, 1991

Submitted to:
California Department of Education
Office of Educational Technology
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814

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Comprehensive Study of Educational Technology Programs Authorized from 1989-1992

Volume V

Instructional Television Regional Agencies

Project Director
John Cradler

Project Consultants
James S. Eckenrod
Lynda Greene
Vicki Lambert

Data Analysis and Desktop Publishing
Dan Cradler
Kerrie Evans

December 20, 1991

Submitted to:
California Department of Education
Office of Educational Technology
721 Capitol Mall. 3rd. Floor
Sacramento, CA 95814

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Instructional Television Regional Agencies

Overview

After a brief description of the CETAP evaluation design for studying instructional television in California, the format of the report that follows is based upon the organization of the self-assessment inventory completed by the directors of the seven regional ITV agencies; these documents included six sections: (I) Background Information, (II) Planning and Restructuring, (III) Program Content and Implementation, (IV) Funding Resources and Constraints, (V) Outcomes, and (VI) Recommendations.

Evaluation Design for 1989-1992

The scope of the instructional video component of the CETAP research study was expanded from the original Far West Laboratory proposal to focus more on gathering data from users of ITV agency services. The following summarizes the evaluation plan for ITV.

Use of Existing Evaluation Information. As described in the FWL original proposal, a great deal of data had already been collected by the CETAP staff that could be used in the background portion of the evaluation. Key staff members of the CETAP team had been studying ITV intensively for much of the past three years. The CETAP researchers, who were then associates of Educational Support Systems (ESS) in Hillsborough, completed the requirements of a contract with the CDE's Office of Educational Technology to study and report on the status of the ITV regional agency system with the publication of *Instructional Television in California* (Cradler & Eckenrod, 1990). The objectives stated in the ESS contract were to (1) develop a current and comprehensive profile of each of the seven ITV agencies and (2) to develop a plan for the in-depth evaluation of the impact of ITV and services provided by each agency on educators, students, and the community (Educational Support Systems, 1989). The purpose of the ESS report was fivefold:

1. Describe the background and context of instructional video in California;
2. Provide detailed profiles of the operations of each of the seven ITV regional agencies;
3. Compare and contrast the agencies on several selected important operational features;
4. Analyze the aggregated information, and
5. Provide recommendations for further evaluation and study of the ITV regional agency system.

The ESS research contract was supported by Assembly Bill 1470 funds. The focus of the ESS research was on ITV agency operations during fiscal year 1988-89, the last year of AB 803 funding for educational technology. The ESS report provided several research design elements of the CETAP study that is reported here; these included: (1) an extensive review of CDE documents pertaining to ITV and the professional research literature about instructional video, (2) the development of survey research instruments and interview protocols, and (3) the collection of ITV agency policy and governance documents and support publications.

ITV Utilization Survey. A major addition to the original FWL evaluation design was the agreement to develop a set of questions to be added to the Corporation for Public Broadcasting's *Study of the School Uses of Television*. The CETAP, in collaboration with the CDE and the Educational Technology Committee, developed the California Augmentation for the national CPB study to assess the perceptions about the use and effects of ITV among teachers, principals, and school district personnel in California schools. Upon recommendation of the Educational Technology Committee, additional funding for the

California items was provided by the CDE. A preliminary analysis of the results of the California Augmentation to the CPB study is included in this report; the results of the complete study will not be available until after the CETAP study is completed.

Assessment of ITV and Media Services. The second substantial addition to the original FWL proposal was a state-wide survey of media center directors in county and district offices of education. A CETAP survey questionnaire, *County and District Media Directors Assessment of ITV & Media Services*; was designed to assess the level of use and value placed on the services provided by the ITV agencies by their major clients. The survey was also intended to determine the perceived value of services provided by the media directors and their programs to schools and districts.

Self-Assessment Inventory. A third element added to the original FWL plan was the development and use of a questionnaire completed by each of the ITV agencies, the *Instructional Television Regional Agency Self-Assessment Inventory for Fiscal Year 1990-91*.

Agency Staff Interviews and Documents. As originally planned, the seven ITV agency directors and other key staff were to be interviewed by CETAP staff. These interviews were to provide clarification and/or elaboration to answers provided by the agencies to the self-assessment inventories. In addition, various reports of agency surveys, research studies, and the like were collected and analyzed. Relevant information about these documents is included in the profiles of each of the agencies.

Other CETAP Study Components. Information about ITV agency services was also collected as part of the investigations into the AB 1470 School-Based Educational Technology Grant projects and the California Technology Project. Summaries of the results of these studies are included in the section about the state-wide analysis of the regional ITV agencies.

Data Collection Instruments and Procedures:	Completion Dates:
Review of existing data sources and reports	January-August 1991
ITV Agency Self-Assessment Inventories	March-August 1991
ITV agency staff interviews	May-August 1991
California Augmentation to CPB Utilization Survey	August 1991
AB 1470 Grant and CTP study data	August 1991

The table on the following page summarizes the emphasis given by the CETAP researchers to each of the major sources of evaluation data:

Instrumentation Matrix
Instructional Television

● = Primary Emphasis
◍ = Secondary Emphasis
○ = Little or None

To What Extent...	Data Sources					
	Self-Assessment Inventories	Interview Protocol	CPB Teacher Survey	Project Proposals/Plans	Project Evaluation Reports	School-Based Grant Data
1. Were the program outcomes attained? ★	●	●	◍	○	◍	○
2. Were major activities implemented as planned? ★	●	●	○	○	◍	○
3. Were there changes in site-based planning for technology?	○	○	◍	○	◍	◍
4. Did the project support the state curriculum frameworks?	◍	◍	◍	○	◍	◍
5. Was staff development that supported implementation provided? ★	●	●	◍	○	◍	◍
6. Was project implementation coordinated with other programs? ★	◍	◍	○	○	◍	◍
7. Did the project improve the management of learning resources?	○	○	○	○	◍	○
8. Did student performance (academic and affective) improve?	○	○	◍	○	◍	○
9. Were there desired changes in instructional practices (teacher perf.)?	◍	◍	◍	○	◍	○
10. Was implementation restricted and why?	○	○	○	○	◍	○
11. Was implementation supported or facilitated and why? ★	◍	◍	○	○	◍	○
12. Was there increased parent/home involvement?	○	◍	◍	○	○	○
13. Was there dissemination of knowledge and/or products?	●	◍	○	○	○	○
14. Were unanticipated outcomes assessed? ★	◍	◍	◍	◍	◍	◍
15. Was there equal access for students, teachers, and administrators?	◍	◍	◍	○	○	○
16. Did the project assist other schools to implement technology? ★	◍	◍	◍	○	○	●
17. Did new business and higher education partnerships result?	◍	◍	○	○	◍	○
18. Did the program implement the CDE goals and initiatives?	◍	◍	○	○	○	○
19. Did the program stimulate increased school planning/resource mgt.?	◍	◍	○	○	○	○
20. Do teachers and administrators value the program(s)?	◍	◍	●	○	○	◍
21. Can the program be evaluated and show cost benefits?	◍	◍	◍	○	◍	○
22. Should the program be continued,discontinued, or expanded? ★	◍	◍	●	○	○	○
23. Was assistance provided by the CTP? ★	◍	●	○	○	○	◍
24. Was assistance provided by the CDE? ★	◍	●	○	○	○	◍
25. Have ITV agencies assisted schools in implementing technology?★	◍	◍	●	○	○	◍
26. Are teachers aware of and utilizing ITV agency services?★	◍	◍	●	○	○	◍
27. Is ITV staff development coordinated with CTP and SB 1882 consortia?★	●	●	○	○	○	○
28. Are specific delivery systems for staff development effective?★	◍	●	●	○	○	○
29. Are specific methods effective for disseminating ITV practices?★	◍	◍	◍	○	○	◍
30. Do ITV agencies assist SBET grant development and implementation?★	◍	◍	○	○	○	●

★ Added to questions required by the RFP

I. Background

Instructional Television Services. Instructional television provides teachers with a pedagogic tool that extends the curriculum beyond the printed pages of school textbooks in a closer link with the world beyond the classroom. Programming consists of multiple-part series in different subject areas targeted for students in specific grade levels. ITV is delivered to schools by a variety of methods, including regular off-air broadcast, satellite and cable transmission, and prerecorded videotape cassettes. ITV programming and the integrated print materials that accompany each series are produced by teams of specialists using nationally and regionally adopted curriculum objectives.

Instructional video and support services are provided for schools in California by regional ITV agencies. The seven agencies work in conjunction with the CDE's Office of Educational Technology and the superintendents in the counties and districts served. Support for the ITV agencies is provided by a combination of means that vary in each region. Financial sources include county or district offices of education, public television stations, CDE Educational Technology Grants and, in three regions, by school or district ITV agency membership fees. All of the agencies have advisory committees or boards representative of the counties and districts served. Instructional video programming is selected by committees representing schools and local education agencies. The ITV agencies also play a major role in the evaluation and distribution of ITV programming and in staff development programs on video resources throughout the state.

History of ITV in California. Instructional television in California had its beginnings in 1952, when Governor Earl Warren convened a Governor's Conference on Educational Television and Public Broadcasting. Public television station KQED-TV, Channel 9 in San Francisco, first began broadcasting children's programming in 1954. The Regional Educational Television Advisory Council (RETAC) was established in 1958 to coordinate school district support of television lessons broadcast over a commercial television station in the five-county Los Angeles reception area.

In 1961, the California Legislature authorized local educational agencies to own, lease or operate instructional television broadcast facilities. The Farr-Quimby Act, in 1965, authorized payment to local school districts, by reimbursement at the rate of 50 cents per student enrolled (ADA), to implement ITV in instructional programs. Legislative review of the 1972 Bolton Study of California ITV led to the Instructional Television Act of 1974, Assembly Bill 490 (Quimby). This legislation changed the state system of providing support for ITV to improve financial management (but kept the level at 50 cents), required better evaluation of the outcomes of instructional television, and established the State Instructional Television Advisory Committee (SITAC) to advise the CDE on policy.

That basic system of ITV agency support prevailed, through a series of legislative extensions and minor revisions for the next eight years, until it was superseded in 1982 by Assembly Bill 2190 (Statham). AB 2190 set up the educational technology local assistance program, broadened the scope of educational technology eligible for state program funding, and established a program for state-wide multi-year licensing of ITV series (discussed in a separate section of this report). AB 2190 also replaced SITAC with the Educational Technology Committee to broaden the base of policy guidance provided to the CDE.

Legislative Authority. When Assembly Bill 803 was implemented in 1984, the role of the Office of Educational Technology was expanded to include administration of programs related to all types of technology, ranging from instructional video to computer education. At the same time, the Educational Technology Committee and the ITV agency directors decided to consider ITV as part of the state's overall educational technology initiative rather than as separate from other technologies. AB 803 shifted payment of the ADA allocation for ITV from user districts to the current system of grant awards to the regional agencies, although at a lower rate of 40 cents per student enrolled. ITV was guided by the provisions of AB 803 until October 1989, when the current legislation, Assembly Bill 1470, the Farr-Morgan-Quackenbush Educational Technology Act of 1989, went into effect.

California Instructional Video Consortium. Cooperation among the seven regional ITV agencies, long practiced informally, was made formal in 1984 when the California Instructional Video Consortium (CIVC) was established. Composed of the directors and appropriate staff members of the regional ITV agencies and representative county office media directors, CIVC advises appropriate state agencies and organizations about the evaluation, acquisition and/or development, distribution, and utilization of instructional video and other emerging technologies.

II. Program Planning

CDE Planning Priorities. The ITV regional agency grant program is intended to promote statewide coordination among the regional agencies and to facilitate the economical acquisition and distribution of high quality instructional television programming and related support services to teachers and administrators in schools throughout each ITV region. The ITV agencies submit applications annually for CDE instructional television grant funds in response to guidelines issued by the Office of Educational Technology which administers the non-competitive grant program (California Department of Education, 1987f, 1988c, & 1990). The guidelines specify program goals (listed below) and outline provisions for administering the grants, including eligibility, regional service areas, grant duration and amount, operations of advisory/executive councils, and allowable expenditures.

State Program Goals. Over the years, the CDE has developed five major goals for the ITV regional agency system; by 1990-91 these had evolved to include the following (California Department of Education, 1990):

1. Acquire the highest quality instructional video programs which meet the California Curriculum Frameworks and identified educational needs of students throughout California;
2. Provide every school with economical access to instructional video programming, utilizing a variety of distribution methods, such as direct broadcast, transmission through cable or closed television systems, satellite delivery systems, and duplication/distribution of videotape cassettes;
3. Ensure that administrators and teachers are: (a) familiar with the high quality and diverse content of instructional video programs and (b) are knowledgeable about effective methods for using these programs with students;
4. Promote the use of ITV programming and related support services by evaluating their effectiveness in meeting high priority learning needs of students in California schools; and
5. Ensure close cooperation among ITV regional agencies, the California Technology Project, California Curriculum Projects, and other organizations participating in the California Instructional Video Consortium (CIVC).

Local Agency Planning Priorities. In preparing their applications for ITV grants, each of the agencies develops an annual operating plan to meet the unique circumstances of its governance structure, regional needs for ITV services, and resources available. While five of the seven have agency facilities located in county offices of education, all vary in the level of autonomy granted by host and/or fiscal agencies. Some are virtually independent, a few are relatively autonomous, and others are administered as specialized offices within the media departments of their host agencies.

III. Program Development

Regional ITV Agencies. Each of the regional ITV agencies is unique in its organizational structure and regional service area. The agencies reflect the geographic and demographic diversity of the state of California in size, organizational complexity, and resources. The current network of seven agencies evolved during the period of AB 803 funding; these are listed in the following table with data on regional service delivery in 1990-91:

ITV Agency, Location, and (If different) Fiscal Agent	Service Region	Number Students*	Number Teachers	Number Schools
NITAC (Northern Instructional Television Advisory Council); Shasta County Office of Ed.	Eleven northernmost counties in California	116,867	5,826	378
KQED-ITV; KQED-TV, Inc., San Francisco; Fresno County Office of Education	Thirty-six counties in Northern and Central California**	1,646,892	65,000	2,941
Santa Clara EMC-ITV; Santa Clara County Office of Ed.	Santa Clara County	224,031	8,500	340
RETAC (Regional Educational Television Advisory Council); Los Angeles County Office of Ed.	Eight counties in Central and Southern California	1,488,955	49,632	1,997
KLCS; Los Angeles Unified School District	Los Angeles Unified School District	609,746	29,029	646
TOC/KOCE (Telecommunications of Orange County); KOCE-TV, Huntington Beach; Orange County Department of Education	Orange County (except for three districts in RETAC)	276,677	6,100	389
San Diego County; San Diego County Office of Education	Two southernmost counties in California	408,810	18,706	557
TOTALS		4,771,978	182,793	7,248

* Based on California Basic Educational Data System, 1989

** KQED-ITV also contracted with five county offices of education located in the NITAC region to provide ITV services; there were an additional 63,498 students served by the offices in Butte, Modoc, Plumas, Shasta, and Trinity counties.

ITV Program Acquisition. The CDE obtains licenses for California schools to use high quality television series for distribution through the regional agencies. (The ITV licensing program is described in more detail in a separate section of this report.) The ITV agencies work closely with the CDE to help select programs that support the California State Curriculum Frameworks. Between 1984 and 1990, the State Department of Education allocated over $1.9 million to license an average of 50 ITV series for distribution through the regional agencies. Most series are licensed for six or seven years, some for as long as 12 years. Seventeen ITV series have been licensed in perpetuity. Consideration for licensing is also based in part on the degree to which programs are aligned with the California State Curriculum Frameworks.

ITV Support Services. The ITV agencies provide ITV programming, print informational materials, and professional development services to meet local educational needs. These include:

- ***ITV programming*** provided via: (1) local Public Broadcasting Service (PBS) affiliates, (2) Instructional Television Fixed Services (ITFS) systems operated by some county and district instructional media departments, (3) distribution of broadcast series for loan or purchase on videocassettes, (4) state licensed ITV series available on videocassette, and (5) recording and distribution of programming downloaded from satellite.

- ***Printed materials*** available through the agencies include: (1) catalogs describing available ITV series and broadcast schedules, (2) periodic newsletters, (3) teacher guides providing teaching objectives, lesson plans, and activities related to each program, and (4) other materials unique to the agency and local needs.

- ***Professional development*** for teachers and administrators includes: (1) workshops on how to effectively integrate ITV into state and local curriculum programs, (2) assistance in school-based planning to incorporate ITV into school improvement and school development plans, and (3) development and implementation of AB 1470 School-Based Grant projects to utilize and coordinate ITV with other learning resources.

Learning Resources Management. If ITV services are to become institutionalized in school instructional programs, then instructional video services will have to be coordinated at regional and state levels with other educational initiatives such as School Improvement Programs (SIP), Staff Development Consortia and School Development Plans (supported by Senate Bill 1882), the California Technology Project, and the AB 1470 School-Based Educational Technology Local Assistance Grants program.

The needs for planning, coordination, and staff development for effective utilization of ITV are just a few of the reasons why California has established the system of regional ITV agencies. The agencies disseminate information about ITV programming and resources and provide planning and staff development designed to facilitate the use of instructional video in classrooms and to coordinate ITV use with other resources.

The benefits of licensing instructional video series are considerable. The licensing process saves millions of dollars over the costs of purchasing the programs. State-wide licensing is considered to be one of the most cost-effective approaches for obtaining ITV programming for schools.

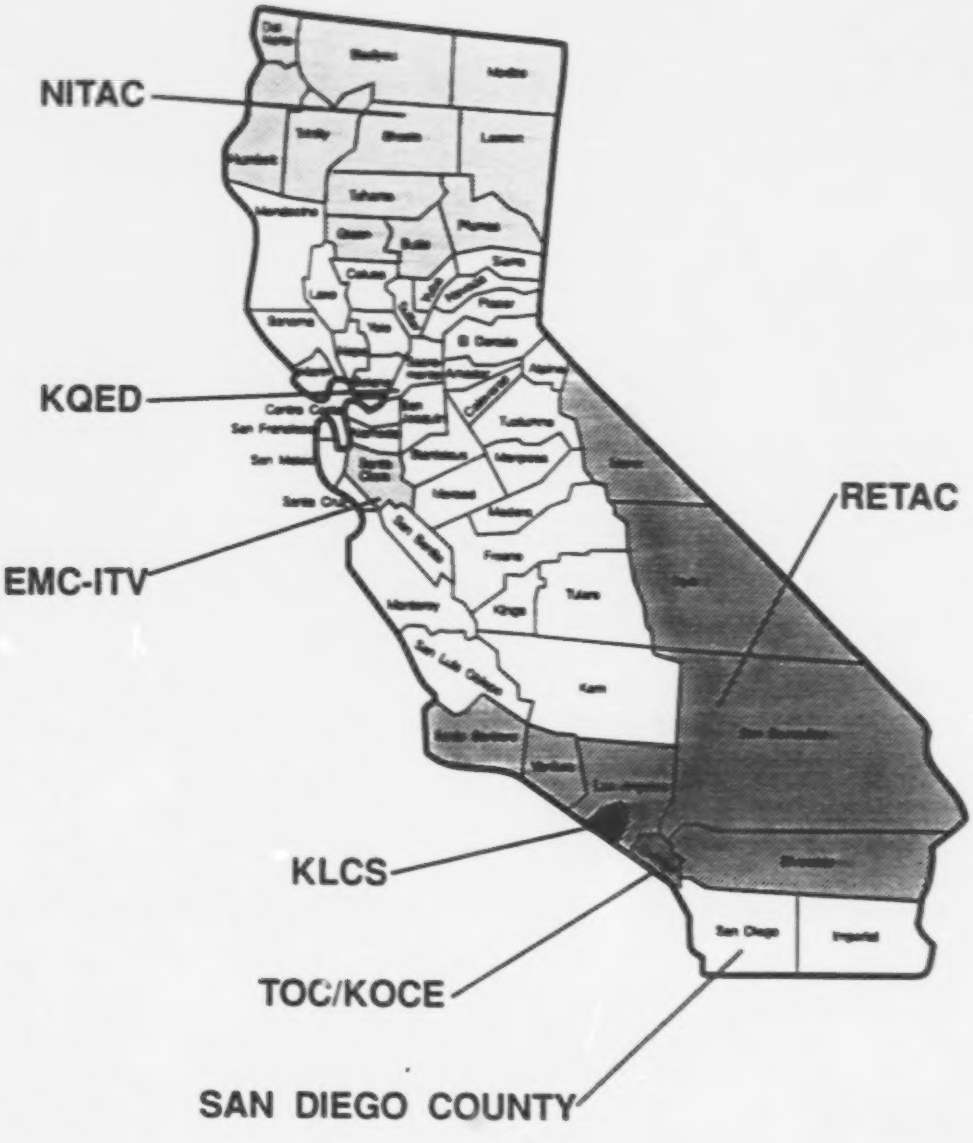
IV. Program Implementation

ITV Agency Descriptions and Regional Service Comparisons. This section contains two main divisions:

- Individual descriptions of each of the seven regional ITV agencies, detailing some of their unique features, capabilities, and operating characteristics; and

- Comparisons among the agencies in regard to common ITV service components, including: (a) planning procedures, (b) the distribution of ITV programming, (c) professional development activities, (d) support for AB 1470 School-Based Educational Technology Grant projects, (e) publication production and distribution, (f) support for California Education Summit recommendations, (g) forms of collaboration with other education agencies, (h) revenue for agency operations, (i) in-kind support, (j) expenditures, (k) allocation of staff time, (l) factors facilitating or impeding service delivery, (m) marketing effort and impact, (n) use of ITV by teachers, (o) curriculum framework alignment, (p) effectiveness of ITV programs, and (q) impact of ITV services.

The regional ITV agencies address both local and state objectives for providing instructional video programming and support services to schools. The variation in the activities and service areas among the agencies reflects the great diversity of schools throughout California. The map below shows the service areas of the seven regional ITV agencies presently operating (an eighth agency, located at the Fresno County Office of Education which provided ITV services to five surrounding counties, was absorbed into the KQED-ITV region in 1986).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NITAC (Northern Instructional Television Advisory Council)

I. Background Information

1. Service Area

The ITV agency for the eleven northernmost counties in California has been, through the end of fiscal year 1990-91, located in Redding at the Shasta County Office of Education. The counties in the Northern Instructional Television Advisory Council (NITAC) region include Butte, Del Norte, Glenn, Humboldt, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity.

The region, largely rural and mountainous, contains 20 percent of the land area of the state and only two percent of the population. Between 1985-89, however, the northern coast and mountain counties had the largest increase in rate of growth of all geographic areas in the state (California Department of Finance, 1990). Between 1980 and 1989, five of the NITAC counties grew quite appreciably: Lassen by 27.0%; Shasta, 26.7%; Butte, 24.3%; Tehama, 23.2%; and Trinity, 19.8%. Student enrollments in Butte and Shasta Counties are projected to grow by 32.3% and 30.3% respectively in the next decade.

2. Organizational Structure

NITAC was organized in 1980 as a consortium of county offices of education to (a) increase the purchasing power of school districts in the region in buying educational programming materials, (b) secure video duplication rights for ITV programming, and (c) duplicate programming and provide videocassettes to each county for circulation to schools.

Since it began, the director of the ITV agency was selected from among the members of the NITAC Executive Committee, composed of the directors of the Instructional Materials Centers (IMCs) of the member county offices of education. The director, known within the region as the Chairperson of NITAC rather than as the ITV Agency Director, administers the state ITV grant and represents the consortium in state-wide ITV coordination activities. The ITV agency has never had sufficient resources to provide ITV utilization support to schools in the area; this is left to the staffs of the instructional media centers (IMCs) in each county. The county IMCs operate autonomously, and NITAC has limited administrative resources which impedes the collection of information about ITV needs and usage in the region. Consequently, some of the data on NITAC reported here are from 1989-90.

On July 1, 1991, the responsibility for serving as the NITAC fiscal agent for the CDE grant was shifted to the Butte County Office of Education. The Chairperson, now retired as IMC Director of the Shasta County Office, will continue to direct the ITV agency but under contract with the Butte County Office in Oroville.

3. Agency Membership

Membership is established for all of the schools in the region on the basis of a $10,000 yearly contribution from each county office of education. The county offices, in turn, collect ADA fees from the districts that choose to receive ITV services. Most, but not all, of the districts in each of the counties have elected to take part in this membership arrangement.

In addition, the county offices in five counties (Butte, Modoc, Plumas, Shasta, and Trinity) have allocated general funds for the past several years to contract with KQED-ITV for full ITV services, including ITV utilization support training, to participating schools.

4. Population Served

NITAC (and/or KQED-ITV) provided ITV services for the following school populations in 1990-91:

Groups Served	Total Number in Service Area	Total Number of Agency Members	Percent of Total Members in Area
Public School Students	116,867	100,506	86
Public School Teachers	5,826	5,095	87
Public Schools	378	351	92

5. County Office of Education Service Delivery

The IMCs in Shasta and Butte Counties share in coordinating the distribution of ITV materials throughout the NITAC region. All other support services are provided by IMC personnel within each of the counties. Consequently, educators throughout the region generally consider ITV support services as a part of the IMC and staff development programs of their county IMCs. As mentioned above, five NITAC counties (Butte, Modoc, Plumas, Shasta, and Trinity) also use local funds to contract with KQED-ITV for instructional video services. which supplement the IMC services.

II. Planning and Restructuring

1. Needs Assessment

NITAC priorities are determined each year by the IMC directors in each county in consultation with curriculum personnel in the county office and local school districts. While the needs for ITV programming in all subject areas are reviewed each year, special attention is given to those subjects going through the implementation phase in the California Curriculum Frameworks revision cycle. For 1990-91, the NITAC Executive Committee emphasized assessment of:

- *Curriculum*: Acquisition of history-social science and science programming.
- *Student Needs*: Promoting school-site collections of needed programming.
- *Staff Development Needs in Region*: County IMC Directors worked with curriculum specialists and teachers to achieve utilization of materials, especially new programming.

2. Planning Procedures

An annual operating plan for ITV activities is prepared each year. The NITAC staff receives assistance in planning from the NITAC Executive Committee. Characteristics of the NITAC planning process are summarized in a table comparing the planning procedures of all of the regional agencies on page 53.

3. ITV Utilization Surveys

Each of the county office IMCs in the NITAC region acts independently to collect information about ITV program use, evaluation of programs used, level of ITV use by teachers and teacher perceptions about impact of ITV on students, The NITAC agency does not have the resources to collect ITV utilization data on a regional basis.

The NITAC Executive Committee votes to prioritize the ITV series that are considered for statewide licensing or for local acquisition. Each county IMC determines how long local educators want to keep video series in the county's ITV catalog.

4. Agency Goals and Priorities

In recent years, NITAC has established as its major goal to provide teachers with the highest quality instructional video programming for use in improving instruction (Cradler & Eckenrod, 1990). Toward this end, the NITAC Executive Board established the following objectives:

- Use cost effective means to acquire instructional television programming that meets the educational needs of students and supports the California Department of Education's Curriculum Frameworks in each subject area.
- Utilize a variety of delivery systems, such as transmission by cable or closed television system, satellite delivery systems, and tape duplication and distribution to ensure the most economical access to instructional television by schools throughout the region and to develop school site videocassette collections.
- Share the previewing process; each year, each county media director works with curriculum personnel to preview ITV programming in each subject area and makes suggestions for purchasing to the NITAC Executive Committee.
- Preview instructional programming to identify material that aligns with the frameworks, Model Curriculum Standards, the County Courses of Study, and the TIC resource guides.
- Purchase duplication rights to materials selected and make circulation copies for each of the counties; Butte County Office of Education provides duplication services, master tape files, and cataloging of all NITAC materials.
- Provide professional development in each participating county to ensure that administrators and teachers are familiar with the ITV materials provided by NITAC.

For 1990-91, the NITAC Executive Board (a) urged each county office to place more emphasis on correlating collections of ITV series with the California Curriculum Frameworks, (b) advised IMC personnel to take part in regional CTP consortia activities, and (c) allocated additional travel and leadership funds for the NITAC Chairperson to participate more in CIVC activities.

III. Program Content and Implementation

1. Distribution of ITV Programming

Except in the urban communities, instructional video is delivered primarily through videotape cassettes distributed by the county office IMCs. During 1989-90, the various counties distributed from 61 to 93 ITV series to the schools. Some of the larger districts are able to receive broadcast signals from Sacramento, via cable channels, or by satellite. Five counties provide additional funds to contract with KQED-ITV for instructional video staff development services.

There is no broadcast system capable of reaching all of the counties in the NITAC region. Much of the area is mountainous and sparsely populated and each of the participating counties has to address its unique delivery situation. Some of the more remote areas have satellite receiving systems or rely upon distribution of videotape cassettes by ground transportation or, increasingly, school-site video libraries.

Other, more populated areas, are able to provide ITV programming through local cable or closed circuit television systems. Data on the distribution of ITV programming in the NITAC region are combined with those of the other agencies in a table on page 54.

2. Other Program Components

See the pages mentioned below for information about each of the following NITAC instructional video program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

3. Collaboration With Other Agencies

The NITAC self-assessment inventory reported on the extent of 1989-90 agency collaboration with various other educational agencies. The agency's report provided examples of how the NITAC Chairperson and Executive Committee members took part in county, regional, and statewide educational technology leadership activities. These included attendance at meetings of the Educational Technology Committee, operating NITAC as a consortium of county office IMC directors, participation in CIVC committee activities, serving on boards of local cable systems, and collaboration with ETN in planning and conducting teleconferences.

In addition, most of the IMC directors, who make up the NITAC Executive Committee, are active in partnerships with the regional consortia of the California Technology Project and local units of the California Media and Library Education Association. The self-assessment inventory ratings of NITAC collaboration with other education agencies are compared with those the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

NITAC agency staffing limitations preclude formal evaluation efforts on a regional basis to assess the impact of ITV utilization services upon classroom instruction or staff development. Three principle reasons are provided in NITAC's 1989-90 self-assessment inventory for this situation:

a. The agency staff is so small (the Chairperson and a support staff person each devote only ten percent of their time to Council coordination) that the agency does not have sufficient personnel to perform evaluation throughout the large region.

b. The NITAC Executive Committee continues to allocate most of the agency's budget for acquisition of ITV programming in preference to regional evaluation studies.

c. The IMCs in the eleven county offices operate independently and the directors conduct their own evaluation efforts to assess the impact of ITV agency services in each county. IMC staff in each of the county offices collect data on the use of video programming and consult with teachers and subject area specialists in the review procedures for ITV series.

Thus, the only evaluation activities reported in NITAC's self-assessment inventory are those associated with the review of ITV series rated highly in the annual *Index of Instructional Video* for curriculum alignment and the preview of new programming, "FirstView," conducted each year by the Pacific Mountain Network (PMN).

IV. Funding Resources and Constraints

1. Revenue and Expenditures

The principle source of support for ITV activities in the NITAC region is provided by the eleven county offices of education participating in the regional consortium. Less than one-third of the NITAC operating budget is provided by state educational technology grant funds. Through the 1990-91 fiscal year, the Shasta County Office donated the costs of financial accounting and office space for the Council and thus saved the Council those overhead expenses.

In 1989-90, the annual expenditure per pupil for instructional video services (not including the funds for some school-site video collections) in the NITAC ITV region amounted to $1.27, of which 40 cents was provided by the state ITV grant and the remainder from local funds. The Council spent only seven percent of its total budget on personnel and travel and all of the rest was used for the acquisition of ITV programming to supplement the video collections in each of the participating county office IMCs.

See the pages mentioned for more detailed information about each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 62
- Expenditures, 63
- Allocation of agency staff time, 64

V. Outcomes

1. Influence of AB 1470 on ITV Use

The Chairperson of NITAC reported in the 1989-90 agency self-assessment inventory that there was not enough information available to estimate the extent to which the AB 1470 School-Based Educational Technology Grant projects in the region, which had included ITV in their programs, would increase the use of instructional video over the next two years.

2. Marketing Effort and Impact

Because each county is responsible for "marketing" ITV programming and support services, the NITAC staff noted that the Council did not engage in any type of ITV marketing or promotional activity and, therefore, could not estimate either the dollar value of agency resources allocated to outreach or any impact from any such activities. Consequently, the information about NITAC's marketing efforts in the table comparing data on outreach activities by all of the ITV agencies on page 65 is limited to an estimate of the impact of the collective efforts by the separate county IMCs.

3. Teacher ITV Use

Drawing upon reports from the IMC directors, the NITAC staff estimates that about 64 percent of the teachers in the region are regular ITV users. The data provided in NITAC's self-assessment inventory about the use of ITV by teachers at various grade levels are summarized in the graphs on page 66.

4. Support for Curriculum Framework Alignment

Ratings of the extent to which effective ITV programming is available to help schools align instruction with the California Curriculum Frameworks provided in NITAC's self-assessment inventory are summarized in the table comparing the ratings of the seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

In identifying and rank-ordering the ITV series or programs available to support each of the major curriculum subject areas that were considered to have the greatest educational value and impact on students, the NITAC staff provided the titles of five series that are incorporated in the summary tables of ITV agency ratings on pages 68-72.

6. Use of State Licensed Series

The 1989-90 self-assessment inventory provided by NITAC estimated that between 61 and 80% of the "state buy" ITV programming was actually used by teachers in the ITV agency region.

7. Continuing State ITV Licensing

The NITAC Chairperson expressed approval for continuation of state-wide licensing of ITV series by the CDE in the 1989-90 self-assessment inventory, noting that "state buys are an excellent way to get quality instructional materials at a reasonable cost."

8. Impact of ITV Services

Because each county in NITAC collects evaluation ITV information internally, the Chairperson noted that the judgment that ITV had a high impact on curriculum and instruction in the region was based upon the perceptions of the various IMC directors reported informally in Council meetings. The data provided by the agency in (a) rating the perceived effectiveness (based on feedback from educators who used agency resources) and (b) estimating the need for additional ITV agency services are included in the summary table on page 73 that compares all of the ITV agencies.

9. Most Valuable Service

The most important and valued ITV agency services provided for the schools in the NITAC region, as reported in the agency's self-assessment inventory, were the "acquisition of instructional materials" and the "distribution of videotapes by each of the county offices."

10. Major Constraints

The greatest challenges facing NITAC are (a) to manage to stretch the limited funding to keep ITV collections current and (b) to find ways to provide ITV utilization training equitably to schools throughout the vast service area. While the media departments in each of the county offices of education that make up the NITAC consortium provide information about the use of instructional television as part of staff development on audio-visual media, the lack of full-time ITV utilization specialists to serve the entire region limits the potential that ITV holds for improving instruction.

I. Background Information

1. Service Area

KQED-ITV, located at public television station KQED-TV in San Francisco and a pioneer in instructional television, began educational broadcasting in 1954. It is the largest ITV agency in the state, and as well the nation, both geographically and in the number of students served.

KQED-ITV agency staff work in cooperation with ITV specialists at KVIE-TV in Sacramento and KVPT-TV in Fresno. The three PBS station partnership is unique, not only in California, but in the nation as well, in that KQED's support of the ITV service enables it to be provided free of charge. The agency provides a full range of instructional video services to public and private schools in 36 counties in Northern and Central California and ITV utilization training workshops for educators in five other Northern California counties.

The 36 counties in the KQED-ITV region include Alameda, Alpine, Amador, Calaveras, Colusa, Contra Costa, El Dorado, Fresno, Kern, Kings, Lake, Madera, Marin, Mariposa, Mendocino, Merced, Monterey, Napa, Nevada, Placer, Sacramento, San Benito, San Francisco, San Joaquin, San Luis Obispo, San Mateo, Santa Cruz, Sierra, Solano, Sonoma, Stanislaus, Sutter, Tulare, Tuolumne, Yolo, and Yuba.

Five county offices of education in the NITAC region (Butte, Modoc, Plumas, Shasta, and Trinity) use general funds to contract for ITV services from KQED-ITV.

2. Organizational Structure

The Fresno County Office of Education serves as the fiscal agent in administering the CDE grant. KQED-ITV, however, is part of KQED School Services, a unit of KQED Inc., and ITV agency staff report through senior station management to the KQED Board of Directors. ITV programs are broadcast simultaneously over KQED, Channel 9 in San Francisco, KVIE, Channel 6 in Sacramento and KVPT, Channel 18 in Fresno. Part of the cost of ITV broadcasting by KVIE and KVPT is covered by the transfer of 12.5% of the state ITV grant (five cents of the forty cents per pupil enrolled) from KQED-ITV to the partner stations.

The KQED-ITV Council, with representatives from each of the 41 County Offices of Education and the cooperating stations, serves in an advisory capacity under the CDE's program guidelines. The ITV Council has three principle functions: (a) assist the agency in selecting programming and services that address the educational needs for students in the region; (b) develop fiscal strategies for supporting ITV services; and (c) implement procedures to increase access to ITV services and effectiveness of ITV usage in school. A seven member Steering Committee of Council members provides guidance to the KQED-ITV staff in ongoing agency administration.

3. Agency Membership

Because no ITV agency membership fees are charged, all of the schools in the KQED-ITV service area are considered agency members and are eligible for support services. Beginning in 1990-91, however, the agency began charging AB 1470 School-Based Educational Technology Grant projects a $150 fee for one-half day ITV utilization staff development workshops.

4. Population Served

In 1990-91, KQED-ITV reported that it was providing ITV services for the following school populations:

Groups Served	Total Number in CDE Funded Area	Total Number in County Funded	Total Number in Combined Areas
Public School Students	1,646,892	63,498	1,710,390
Private School Students	8,534	N/A	N/A
Public School Teachers	65,000	2,000	67,000
Private School Teachers	200	N/A	N/A
Public Schools	2,940	170	3,100
Private Schools	58	N/A	N/A
Counties	36	5	41

5. County Office of Education Service Delivery

KQED-ITV provides several types of direct service to county office of education instructional media centers (IMCs). In general, the agency strives to provide ITV services in partnership with the county offices with KQED staff providing the formal staff development and the IMCs taking responsibility for delivery of materials and coordination of program preview activities. Program schedules, the KQED-ITV Newsletter, *Vision*, and -- with sufficient lead time -- flyers and notices, are delivered to schools through county office channels. The KQED-ITV program schedules are customized for each county by making separate print runs of the covers so that local county IMC services can be described on the inside front and back covers.

KQED-ITV utilization specialists keep county office personnel apprised of staff development activities that are scheduled locally. In addition to the print ITV materials, the media centers in each county deliver ITV videotape cassettes through their established film distribution systems.

Even with the efforts of the KQED-ITV staff to provide instructional video services in equal partnership with the media departments of the county offices, though, the agency staff are not able to estimate to what extent school-site educators perceive that ITV utilization services are provided by the ITV agency or by media department staff of the county offices.

II. Planning and Restructuring

1. Needs Assessment

A variety of mechanisms are employed to provide the KQED-ITV agency with information about the needs of educators throughout the region. The KQED ITV Council and/or Steering Committee meet five or six times each year to provide the agency staff with feedback on trends and needs in the schools. These sessions are supplemented by other formal and informal needs assessment techniques, including:

- *Curriculum*: A survey on ITV use and needs for teachers is included each year in the program guide and, even though the return rate is very low, the agency staff consider that the results provide useful information about the perceptions of practitioners. (See below, ITV Utilization Surveys.)
- *Student Needs*: The agency is conducting a two-year study focused on the needs of at-risk students. The "Model Video Classrooms" project is being conducted in two San Francisco high schools with large numbers of immigrant and at-risk students.

- *Staff Development Needs in Region*: In addition to the input provided from ITV Council and Steering Committee members, the KQED-ITV staff seek information on field needs from CDE consultants and the Educational Technology Committee and by participation in educational technology and media conferences, including Computer Using Educators (CUE), Association of Educational and Communications Technology (AECT), Pacific Mountain Network (PMN), FirstView (the annual ITV program fair), and evaluation feedback collected in the more than 200 staff development workshops conducted each year throughout the service region.

2. Planning Procedures

KQED-ITV prepares an annual operating plan for ITV activities each year. The agency staff receives assistance in planning from the KQED ITV Council, composed of representatives, typically the IMC Directors, from each county; one member of the Council sits on the KQED Board of Directors. Specific characteristics of the KQED-ITV planning process are summarized in a table comparing the procedures of all of the agencies on page 53.

3. ITV Utilization Surveys

KQED-ITV commissioned an analysis of the results of the ITV Utilization Survey included in the 73,000 copies of the 1988-89 ITV Program Schedule distributed through the 41 county offices of education to the 65,000 teachers in the service region. Blosser (1990) analyzed the outcomes and noted the following:

> A total of 233 people returned the questionnaires. . . a return rate of 0.3%. Although this is an exceedingly low response rate, the respondents represent those [educators] who have a genuine interest in ITV. These respondents represented 28 of the 41 participating counties. . . 214 (92%) were teachers and 19 (8%) were administrators.

During the 1990-91 school year, KQED-ITV played an important role in working with the CDE, the Corporation for Public Broadcasting (CPB), the Research Triangle Institute, and the staff of the Far West Laboratory's California Educational Technology Educational Assessment Project (CETAP), in designing and implementing the California augmentation to the CPB-sponsored *Study of the School Uses of Television and Video*. (The results of the California study are discussed later in this report.)

During 1989-90, KQED-ITV requested IMC staff personnel in the participating counties to provide data on the circulation of ITV programming. The results, from 19 of the 41 counties, gave the agency valuable information about actual use of the 94 ITV series distributed during that year.

In addition, the findings of the Model Video Classroom project will provide valuable information on the impact of ITV programming on at-risk students. The results of the two-year study of classroom ITV use will be based upon data from interviews and observations of students and teachers and will be released in 1992.

4. Agency Goals and Priorities

The KQED-ITV Council has established three fundamental goals for the delivery of instructional television in the region (Cradler & Eckenrod, 1990):

- To acquire the highest quality instructional video programs which meet identified educational needs of students throughout the region.

- To provide every school economical access to instructional video programming, utilizing a variety of distribution methods, such as direct broadcast, transmission through cable or closed television systems, satellite delivery systems, and duplication/distribution of videotape cassettes.
- To ensure that administrators and teachers are familiar with the high quality and diverse content of instructional video programs and are knowledgeable about effective methods of using these programs with students.

During the 1989-90 and 1990-91 academic years, the KQED ITV Council has sought to develop an ITV database of services in cooperation with Educational Support Systems and to articulate the integration of ITV service delivery with other California curriculum reform initiatives.

III. Program Content and Implementation

1. Distribution of ITV Programming

Schools in the KQED-ITV region can receive instructional video programming through off-air, cable, or satellite broadcast or by borrowing or purchasing videotape cassettes of the 100 series of programs available through the agency. ITV programming is broadcast over KQED, Channel 9 in San Francisco, KVIE, Channel 6 in Sacramento, and KVPT, Channel 18 in Fresno. Beginning in 1989-90, acknowledging a shift away from real-time broadcast use of programs by teachers, KQED and its partner stations began "block broadcast" series to permit media centers in districts or schools to tape record ITV series for use at any time. Three-hour time blocks permit recording of several programs or entire series on a single tape. Distribution data on ITV programming in the KQED-ITV region are combined with those of the other agencies in a table on page 54.

The 1989-90 survey of county office media center ITV videotape cassette circulation, mentioned above, with data from 19 of the 41 counties in the region (46%), reported a total circulation of over 60,000 series videocassettes. Several of the counties reporting in this study were able to provide only partial circulation data and so even a simple extrapolation of the 1989-90 survey results suggests that well over 100,000 videotaped ITV series were distributed through the county offices of education. KQED-ITV was not able to compile the data for 1990-91 in time for this report.

2. Other Program Components

See the pages mentioned below for information about each of the following KQED-ITV program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

The *ITV Curriculum Correlations* in history-social science, English-language arts, mathematics, science, and visual and performing arts prepared by the KQED-ITV staff have proven to be very valuable curriculum support tools and are distributed by other ITV agencies throughout the state.

3. Collaboration With Other Agencies

KQED-ITV staff provided the following information about the extent of agency collaboration with various other educational agencies. The agency's 1990-91 self-assessment inventory report gave many examples of how the KQED-ITV Director, agency staff, and Council members took part in a wide range of county, regional, and state-wide educational technology leadership activities. These included active participation in CIVC, contributions to staff development efforts of county offices of education, the California Subject Matter Projects, and the CTP and the CTP regional consortia that operate in the KQED-ITV region.

In addition, most of the IMC directors, who make up the KQED-ITV Executive Committee, are active in partnerships with the regional consortia of the California Technology Project and the California Media and Library Education Association. The self-assessment inventory ratings of KQED-ITV collaboration with other education agencies are compared with those of the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

Aside from the workshop evaluation instruments completed by participants in the various staff development activities, KQED-ITV did not make any independent evaluation efforts to assess the impact of ITV agency services on classroom instruction or professional development in the region during 1990-91. The role of the agency as a collaborator in the state-wide studies by the CPB and CETAP during the current year, though, has already been mentioned.

Historically, KQED-ITV has been a leader in evaluation efforts. In 1985-86, KQED-ITV participated in an AB 803 project with the Far West Laboratory to develop the *Technology in the Curriculum History-Social Science Resource Guide*. Agency staff have established working partnerships with other educational technology programs, including the Model Technology Schools Projects in the Monterey Peninsula Unified School District, Sacramento City School District, San Juan Unified School District, and the South San Francisco Unified School District. In addition, collaborative partnerships have also been formed with six of the CTP regional consortia to provide the planning and staff development assistance necessary to schools to integrate ITV in effective educational technology use.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

Nearly 42% of the support for ITV activities in the KQED-ITV region is provided by the host public television station, KQED-TV, and about 7% comes from service fees from private schools and the five NITAC counties. The remaining 51% comes from state educational technology grant funds.

In 1990-91, the annual expenditure for instructional video services per pupil in the KQED-ITV region amounted to $0.78 of which 40 cents was provided by the state ITV grant and the remainder from local funds.

See the pages mentioned for more detailed information about each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 62
- Expenditures, 63
- Allocation of agency staff time, 64

V. Outcomes

1. Influence of AB 1470 on ITV Use

In its 1990-91 self-assessment inventory, the KQED-ITV agency estimated that there would be a slight increase in the use of instructional video over the next two years by the AB 1470 School-Based Educational Technology Grant projects in the region that included ITV in their programs.

2. Marketing Effort and Impact

While KQED-ITV did not estimate the amount of its budget that was invested in various types of ITV marketing activities, the agency's 1990-91 self-assessment inventory did provide estimates of the levels of effort and impact of marketing. This information is summarized in the table comparing the responses of all of the ITV agencies on page 65.

3. Teacher ITV Use

KQED-ITV did not provide estimates of the percentages of elementary, middle grade, and high school teachers in the service area who used ITV in their instructional programs. The agency noted that the CPB survey would provide reliable information about the levels of usage. As a result there is no information from KQED-ITV in the table comparing the estimates of ITV use in all of the regional ITV areas on page 66

4. Support for Curriculum Framework Alignment

The ratings of the KQED-ITV staff of the extent to which effective ITV programming is available to help schools align instruction with the California Curriculum Frameworks are summarized in the tables comparing the ratings of the seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

KQED-ITV's rank-ordered list of the five ITV series or programs that are considered to have the greatest educational value and impact on students and which are available to support each of the major curriculum subject areas is incorporated in the summary tables of ITV agency ratings on pages 68-72 below.

6. Use of State Licensed Series

The 1990-91 self-assessment inventory provided by KQED-ITV estimated that between 61 and 80% of the "state buy" ITV programming was actually used by teachers in schools throughout the ITV agency region.

7. Continuing State ITV Licensing

The KQED-ITV agency staff expressed approval for continuation of state-wide licensing of ITV series by the CDE and noted that "state licensing is a cost-effective acquisition method which provides equitable access to ITV materials and fosters state-wide promotion and utilization."

8. Impact of ITV Services

In rating the perceived effectiveness of agency ITV services (based on feedback from educators who made use of agency resources) and in estimating the need for additional services, the staff of KQED-ITV provided the data incorporated in the summary table on page 73 comparing all of the ITV agencies.

9. Most Valuable Service

The most important and valued ITV agency service provided during 1990-91 for the schools in the KQED-ITV region, as reported in the agency's self-assessment inventory for that year, were staff development workshops focused upon aligning instruction with the California Curriculum Frameworks.

10. Recommendations

The KQED-ITV agency staff suggest that the CDE's budget categories be reconciled with those used in the television industry, especially those that relate to series licensing and acquisition, and program production, to facilitate the tasks of determining and reporting on program budgets.

Santa Clara County EMC-ITV

I. Background Information

1. Service Area

The ITV agency for Santa Clara County is housed in the Educational Media Center (EMC) at the Santa Clara County Office of Education and broadcasts over public television station KTEH, Channel 54, in San Jose and the Instructional Television Fixed Services (ITFS) system operated by the County Office. Schools in the county are encouraged to set up school-site video libraries by recording ITV broadcasts or by borrowing tapes of ITV programs from the EMC's library.

2. Organizational Structure

The Educational Media Center is a department of the Instructional Services unit of the Santa Clara County Office of Education under the Santa Clara County Board of Education. The EMC-ITV receives assistance in identifying educational needs and developing recommendations on policy matters from the Regional Curriculum Committee (RCC). The RCC, composed of representatives from the districts participating in the agency's instructional video services program, meets twice each year to screen new programming and advise EMC-ITV on series to be added to the ITV schedule and on agency policies related to ITV broadcast and coordination.

3. Agency Membership

A membership fee of 88 cents per ADA is charged to unified and elementary school districts in the county for EMC-ITV services. Secondary schools are not charged for membership because of their relatively low usage rates, the difficulty of determining an equitable membership fee, and the comparatively limited level of support services provided to county high schools.

4. Population Served

EMC-ITV provided ITV services for the following school populations in 1990-91:

Groups Served	Total Number in Service Area	Total Number of Agency Members	Percent of Total Members in Area
Public School Students	224,031	186,000	83
Public School Teachers	8,500	6,500	76
Public Schools	340	268	79
Public School Districts	32	25*	78

* 23 districts provide the membership fee based on full ADA enrollment; two districts, the Berryessa Union Elementary and the San Jose Unified, pay membership fees for about one-fourth of their district schools.

5. County Office of Education Service Delivery

EMC-ITV is a program of the Santa Clara County Office of Education, and as such, it is responsible for planning coordinating and delivering all ITV services to schools that have ITV contracts with the County Office. EMC-ITV is perceived by its clients as the ITV service agency of the County Office, an integral part of the Educational Media Center. While organizationally EMC-ITV is a unit of the County EMC, the agency maintains a high level of identity thanks in part to the highly personalized school-site services of its ITV Coordinator.

II. Planning and Restructuring

1. Needs Assessment

The priorities for the EMC-ITV agency are determined each year in response to County Board policy directives, CDE program goals and objectives, consultation with the subject matter curriculum coordinators of the County Office, advice from the RCC, and on the basis of the results of annual surveys of schools under contract for ITV services. For 1990-91, EMC-ITV emphasized the curriculum support needs of the schools by revising the EMC-ITV *California History* and *Films in Demand* series and adding new series on drug education and elementary Spanish.

2. Planning Procedures

EMC-ITV prepares an annual operating plan for ITV to meet budget development requirements of the county office. The EMC-ITV staff receives assistance in planning from the Regional Curriculum Committee, composed of representatives from each school district in the county that contracts for ITV services. Specific characteristics of the EMC-ITV planning process are summarized in a table comparing the procedures of all of the agencies on page 53.

3. ITV Utilization Surveys

The EMC-ITV agency conducts three annual surveys: (a) all K-8 schools under contract for ITV services, (b) all high schools in the county, and (c) all schools in the Santa Clara County ITFS system. The latter survey was not conducted in 1990-91 because the ITFS Coordinator was ill. The agency staff reported that of the K-8 teachers who were regular users, "over 75% identified the regular daytime broadcasts on Channel 54 as their primary source of ITV programming."

4. Agency Goals and Priorities

The major goal of EMC-ITV has been to encourage the use of high quality instructional video in the schools of Santa Clara County by providing programming through a variety of channels and staff development support services. For the past three years, the agency's priorities (Cradler & Eckenrod, 1990) have included the following objectives:

- Increase K-12 teacher's awareness of ITV and the effectiveness of using ITV in the classroom.
- Increase the level and quality of ITV usage in K-12 classrooms.
- Make ITV series available to schools through the duplication and distribution of videocassettes.
- Develop materials that would encourage the combined use of ITV programming and computers.
- Provide a full schedule of ITV programming through the ITFS system.
- Select, evaluate and broadcast television programming designed to assist young people directly, to identify the problems of youth-at-risk, and/or suggest ways in which some of these problems might be overcome.

For 1990-91, the RCC assigned a higher priority to the "increased use of ITV by high school teachers" in the county.

III. Program Content and Implementation

1. Distribution of ITV Programming

For the past several years, the EMC-ITV has been working to improve ITV reception through installation and use of ITFS equipment at additional school sites, providing technical assistance, and by providing television sets at cost. Data on the distribution of ITV programming in the EMC-ITV region are combined with those of the other agencies in the table on page 54.

2. Other Program Components

See pages mentioned for information about each of the following NITAC program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

3. Collaboration With Other Agencies

EMC-ITV staff provided the following data about the extent of agency collaboration with various other educational agencies. The agency's 1990-91 report also listed how EMC-ITV staff members took part in county, regional, and state-wide educational technology leadership activities. These included attendance at meetings of CIVC, the Educational Technology Committee, serving on advisory committee of local cable system, and contributions to professional organizations, including the Association of California School Administrators, the regional consortium of the California Technology Project, and the California Media and Library Education Association.

The self-assessment inventory ratings of EMC-ITV collaboration with other education agencies are compared with those the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

EMC-ITV staff reported that the agency had made formal efforts to evaluate the impact of the following ITV services during the 1990-91 academic year: (a) basic ITV utilization workshops, (b) in-depth curriculum alignment workshops, (c) ITV program guide/schedule, (d) ITV agency newsletters, (e) technical support services, and (f) ITFS orientation workshops.

The EMC-ITV staff also noted that they had continued a process of field-testing new ITV programs in K-8 classrooms and included the results in the procedure for assigning priorities to series under consideration for state-wide or local licensing or acquisition.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

The principle source of support, almost 53%, for ITV activities in the EMC-ITV region is provided by the Santa Clara County Office of Education. Just over one-fifth of the agency's operating budget (21.3%) is provided by state educational technology grant funds and almost a quarter (24%) of the income came from membership fees.

The EMC-ITV agency's expenditures per pupil amounted to $1.88 in 1990-91. See the pages mentioned for more detailed information about each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 62
- Expenditures, 63
- Allocation of agency staff time, 64

V. Outcomes

1. Influence of AB 1470 on ITV Use

The EMC-ITV staff reported in the 1990-91 agency self-assessment inventory that since there were not any new AB 1470 School-Based Educational Technology Grant projects in the region, only a slight increase in the use of ITV by the site-based projects could be expected to carry forward from the previous year.

2. Marketing Effort and Impact

The EMC-ITV staff estimated that about $58,000 of agency resources were devoted to activities associated with marketing ITV services, with approximately $7,500 (or 15%) coming from the CDE grant and the remainder from the host agency, the Santa Clara County Office of Education. The data on EMC-ITV's estimates of marketing effort and impact are included in the table comparing all of the regional ITV agencies on page 65.

3. Teacher ITV Use

The surveys of ITV use conducted by the EMC-ITV staff only assess use or non-use of ITV. The agency staff estimated that 53% of all teachers made some use of ITV in their teaching and the breakdown by grade level is contained in the graphs comparing all of the regional ITV agencies on page 66.

4. Support for Curriculum Framework Alignment

In rating the extent to which effective ITV series or programs are available to help schools align instruction with the California Curriculum Frameworks, EMC-ITV provided data that are summarized in the tables comparing the ratings of the seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

EMC-ITV identified and rank-ordered five ITV series or programs that agency staff considered to have the greatest educational value and impact on students for each of the major curriculum areas. The rankings provided by the agency are incorporated in the summary tables of all of the ITV agency ratings on pages 68-72 below.

6. Use of State Licensed Series

In the 1990-91 self-assessment inventory provided by EMC-ITV, the agency staff estimated that between 61 and 80% of the "state buy" ITV programming was actually used by teachers in the ITV agency region.

7. Continuing State ITV Licensing

The EMC-ITV staff endorsed the continuation of state-wide licensing of ITV series by the CDE and provided the following in support of that judgment:

1. Because of extended recording rights, schools can maintain their own collections of ITV programming for longer periods of time. This encourages greater school use.
2. State licenses enable ITV agencies to offer greater diversity of programming, both in terms of subject matter and grade levels.
3. The state acquisition of broadcast and AV rights assures greater student access to ITV programming.

8. Impact of ITV Services

The results of EMC-ITV's rating of the perceived effectiveness of agency ITV services (based on feedback from educators who made use of agency resources) and in estimating the need for additional services are summarized in the table on page 73 comparing all of the ITV agencies.

9. Most Valuable Service

The most important and valued ITV agency service provided during 1990-91 for the K-8 schools in the EMC-ITV, as reported in the agency's self-assessment inventory for that year, were the ITV programs broadcast on KTEH and ITV Program Bulletin. High school teachers identified the ITV "pre-feeds" (block broadcasting) on KTEH as the most important and valued service.

10. Recommendations

The staff of the Santa Clara County EMC-ITV agency provided three recommendations for consideration by the CDE; these included:

1. Increase the level of the educational technology grant to ITV agencies to at least the level of 50 cents per ADA paid in the late 1970s.
2. Coordinate the release of changes in CDE's ITV program goals to coincide with the start of the budget planning processes among the host-agencies to "avoid the midstream imposition of state goals after the fiscal year has begun."
3. The proportion of state support varies considerably among the seven ITV agencies in the state from a low of 20% to a high of 54%. "When an agency gets less than a third of its financial support from the state, it seems presumptuous of the state to dictate what the goals, activities, and staffing of that agency must be."

I. Background Information

1. Service Area

The Regional Educational Television Advisory Council (RETAC) is a consortium of public and private school districts in eight Central and Southern California counties; these include Inyo, Los Angeles (except for the Los Angeles Unified School District which operates its own ITV agency, KLCS), Mono, Orange (three of the 28 school districts in the county; Newport-Mesa, Orange, and Santa Ana), Riverside, San Bernardino, Santa Barbara, and Ventura.

RETAC's service area includes some of the most heavily populated parts of the state (Los Angeles County) and some of the most sparsely populated areas (Mono and Inyo Counties). The region of 53,000 square miles includes 30 percent of the students in the state, including those residing in the two fastest growing counties in California, Riverside and San Bernardino.

Founded in 1958, RETAC is the nation's oldest member-supported ITV agency. Since 1985, the agency has been transformed from a broadcasting service for K-8 schools to a large consortium providing ITV to all school levels through broadcast, multiple rebroadcasts, regional video tape libraries, and low cost videotape sales. Broadcasting is done primarily on public television station KCET, Channel 28, in Los Angeles, but programming is also made available through seven ITFS facilities and many cable systems. Most of the private schools in the consortium receive RETAC programming over privately owned ITFS systems.

2. Organizational Structure

RETAC is housed in the Division of Instructional Communications Technologies at the Los Angeles County Office of Education in Downey. The County Office serves as the fiscal agent for the CDE's ITV grant but provides no other direct support for the agency. The RETAC Executive Board is composed of 12 elected representatives of public and private schools in the region and ex-officio members from the eight county offices of education and public television stations KCET and KLCS. The Board manages and controls the affairs of RETAC consistent with the legal obligations of the Los Angeles County Office of Education.

A Representative Assembly, with members from each of the contracting school districts, provides a forum for the membership to advise the RETAC staff and Executive Board. The Council also receives assistance in establishing priorities and objectives from three regional Curriculum Committees; Central, Desert, and Gold Coast. These committees, made up of teachers, administrators, and subject matter specialists, meet four times each year to consider the program needs, evaluate proposed materials, and recommend priorities for programs and services to the Executive Board.

3. Agency Membership

The schools and districts that contract with RETAC for ITV services pay annual membership fees according to a student ADA enrollment formula. "Full-district" memberships include all students in grades K-12 and are available for very large districts (over 50,000 ADA) for $.45 per student, large districts (over 20,000 ADA) for $.55, other districts (under 20,000 ADA) for $.60, and individual school memberships for $.65. State regulations require that private schools pay one cent more per student than public schools in each size category.

RETAC memberships are also available to counties, also on a sliding scale according to student population. "Full Membership County" fees per student are $.60 (less than 50,000 population), $.40 (50,000 to 100,000), $.35 (100,000-150,000), and $.30 (over 150,000).

4. Population Served

RETAC provided ITV services for the following school populations in 1990-91:

Groups Served	Total Number in Service Area	Total Number of Agency Members	Percent of Total Members in Area
Public School Students	1,488,955	987,700	66
Private School Students	Unknown	70,398	---
Public School Teachers	49,632	32,923	66
Private School Teachers	Unknown	2,347	---
Public Schools	1,997	1,312	66
Private Schools	Unknown	150	---

5. County Office of Education Service Delivery

RETAC staff reports that the agency is "member driven," in that the Executive Board represents the needs and interests of the subscribing districts and schools. The delivery of ITV services varies somewhat among the counties and districts depending upon membership categories and local needs and technical capabilities. The agency provides direct ITV services for member school districts in Los Angeles and Orange Counties and reimburses local education agencies in other parts of the service area to provide staff development services. Thus, because RETAC supports media department personnel in county and large district offices, some IMCs serve as intermediate agencies in the delivery of ITV services in some parts of the service area.

Consequently, the perception of ITV end-users about the source of instructional video support services varies from place to place in the RETAC region. Except for teachers in some of the large urban districts (such as Long Beach and Newport-Mesa) with self-sufficient IMCs, most of the teachers in the Los Angeles metropolitan area will identify the RETAC agency as the provider of instructional video. Teachers in areas removed from Los Angeles, receiving ITV services from county office IMC staff personnel, will identify those media specialists as the providers of instructional video support.

II. Planning and Restructuring

1. Needs Assessment

RETAC makes use of a variety of means to identify the needs of teachers and students for ITV services. The three regional Curriculum Committees provide forums for teachers in local areas to provide input. RETAC consultants conduct structured interviews, and collect feedback at workshops, site visits, and meetings. Agency staff keep track of telephone requests for specific programming. For 1990-91, the agency emphasized assessment of:

- *Curriculum*: Emphasis on subject areas in dissemination phase of California Curriculum Framework revision cycle.
- *Student Needs*: Identification and acquisition of programming for at-risk students.
- *Staff Development Needs in Region*: Determination of requirements for ITV support by AB 1470 School-Based Grant projects, AB 1882 Regional Consortia, and new schools opening in areas with rapid population growth.

2. Planning Procedures

RETAC prepares an annual operating plan for ITV activities each year. The RETAC agency staff receives assistance in planning from the RETAC Executive Board, which is composed of representatives from the member counties and districts. Specific characteristics of the RETAC planning process are summarized in a table comparing the procedures of all of the agencies on page 53.

3. ITV Utilization Surveys

Data on loans and videotape copying of ITV programming are collected by the IMCs in all of the RETAC district and county offices, through informal testimonials, and orders for ITV teacher guides and support materials.

4. Agency Goals and Priorities

The purpose of RETAC, expressed in the agency's mission statement, is to develop, acquire, and deliver quality television services and products for classroom instructional programs. The ITV agency has adopted specific goals to achieve the mission (Cradler & Eckenrod, 1990), including:

- Full agency membership for all students within RETAC's eight-county service area
- Delivery of ITV programs to all schools within the RETAC service area
- Agency fiscal self-support
- Research and development for products, services and planning
- Leadership in the support of national, California, and local ITV efforts

Beginning in 1989-90, RETAC's application for CDE grant support included added emphasis on the CDE Summit program priorities (see item III.2 below). At the same time, RETAC began to explore alternative delivery systems, including cable systems and an experimental fiber optic system, to increase the number of ITV programming hours available to schools.

III. Program Content and Implementation

1. Distribution of ITV Programming

Because of its size and geographic diversity, there is no broadcast system capable of reaching all parts of the RETAC region. As mentioned, RETAC programming is broadcast on KCET and is carried on many of the metropolitan area's cable systems. RETAC operates a Video Copy Service to sell ITV series on videocassettes to both members and non-members. The service provides copies of state- and RETAC-licensed series. Another videocassette service, the Members Videotape Library, allows RETAC members to borrow, copy, and retain programming at school sites. Members of the RETAC staff work with school districts to assess the feasibility of satellite receiving equipment as an alternative ITV delivery system for remote sites.

Seven large public school districts provide ITV programs via district ITFS systems as do the largest private school agencies. Eight district and six county offices maintain master sets of all ITV series offered by the agency for loans and tape copying services. RETAC, however is not able to collect data on the total circulation of videotape cassettes. Available data for the RETAC region on the distribution of ITV programming are combined with those of the other agencies in a table on page 54.

2. Other Program Components

See pages mentioned for information about each of the following RETAC program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

The RETAC publication, *Reading, Literature and Television: Instructional Video and the English-Language Arts Framework*, prepared in cooperation with the California Literature Project, has proven to be a very useful curriculum tool and is distributed by other ITV agencies and the Literature Project throughout the state.

3. Collaboration With Other Agencies

RETAC staff reported the following data about the extent of agency collaboration with various other educational agencies. The agency's 1990-91 report also listed specific examples of how the RETAC staff and Executive Board members took part in county, regional, and state-wide educational technology leadership activities. These included attendance at meetings of the Educational Technology Committee, participation in CIVC committee activities, collaboration with local cable systems, and cooperative ventures with CTP regional consortia.

In addition, many of the members of the RETAC Executive Board are active in partnerships with the regional consortia of the California Technology Project and the California Media and Library Education Association. The self-assessment inventory ratings of RETAC collaboration with other education agencies are compared with those the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

A RETAC consultant conducted structured interviews of 37 district administrators to collect data on the impact of ITV services on curriculum and instruction. Except for evaluation of new ITV programming by teachers and curriculum specialists, there were no formal evaluation efforts to assess the impact of any other types of ITV agency services upon classroom instruction or staff development in the RETAC region during 1990-91.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

The two principle sources of support for ITV activities in the RETAC region are the state ITV grant (51%) and membership fees (47%) from districts and schools. The other 2% was derived from the sale of publications, videocassettes, and satellite services.

In 1990-91, the per pupil expenditure in the RETAC service area amounted to $0.77 for the nearly 1.5 million public school students in the region. If only the 1,058,098 students enrolled in the public and private schools that subscribe to RETAC membership were to be considered, then the per pupil expenditure would amount to $1.10.

See the pages mentioned below for more detailed information about how RETAC measures up on each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 53
- Expenditures, 62
- Allocation of agency staff time, 63

V. Outcomes

1. Influence of AB 1470 on ITV Use

In RETAC's 1990-91 agency self-assessment inventory, the staff predicted that there would be a moderate increase in the use of ITV among the AB 1470 School-Based Educational Technology Grant projects in the region.

2. Marketing Effort and Impact

The self-assessment inventory for 1990-91 provided by the RETAC staff estimated that the agency allocated about $10,800 of agency resources to the variety of activities associated with marketing ITV services and RETAC memberships. A summary of the information provided by the agency is included in the table comparing all of the regional ITV agencies on page 65.

3. Teacher ITV Use

Drawing upon reports from various sources, the RETAC staff made estimates of ITV use by the teachers in the service region. The agency estimates that about 85% of the teachers made at least some use of ITV during 1990-91. Estimates about the use of ITV by RETAC teachers at various grade levels are summarized in the graphs comparing all of the regional ITV agencies on page 66.

4. Support for Curriculum Framework Alignment

In rating the extent to which effective ITV series or programs are available to help schools align instruction with the California Curriculum Frameworks, RETAC provided the data that are summarized in the tables comparing the ratings of the seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

The results of RETAC's efforts to identify and rank-order the ITV series or programs available to support each of the major curriculum subject areas that were considered to have the greatest educational value and impact on students are incorporated in the summary tables of ITV agency ratings on pages 68-72.

6. Use of State Licensed Series

In its 1990-91 self-assessment inventory, the RETAC staff estimated that between 61 and 80% of the "state buy" ITV programming was actually used by teachers in the ITV agency region.

7. Continuing State ITV Licensing

While noting that the procedure should be reexamined and modified as necessary, the RETAC staff expressed approval for continuation of state-wide licensing of ITV series by the CDE.

8. Impact of ITV Services

The data provided by RETAC's rating of (a) the perceived effectiveness (based on feedback from educators who used agency resources) and (b) of estimating the need for additional ITV agency services are included in the summary table on page 73 that compares all of the ITV agencies.

9. Most Valuable Service

The most important and valued ITV agency services provided during 1990-91 for the schools in the RETAC region, as reported in the agency's self-assessment inventory for that year, were the "Members Video Library" and the provision of "free teacher's guides."

10. Other Information

The RETAC staff described an ongoing need to continue efforts by the agency to work with state, county, and district level curriculum specialists so that ITV program acquisition and utilization continue to reflect the state curriculum frameworks.

11. Recommendations

In its 1990-91 agency self-assessment inventory the RETAC staff provided the following recommendations for the CDE:

- Continue state support of ITV with AB 1470 grants and increase, if possible, the level of support so that agency membership fees to districts can be lowered.
- Continue curricular integration of ITV series and continue the utilization workshops centered on educational units involving ITV integration for teachers.
- Work with ITV producers to supply framework-driven ITV programming.

I. Background Information

1. Service Area

KLCS, the ITV agency for the Los Angeles Unified School District (LAUSD), broadcasts instructional television programming over KLCS-TV, the educational television station owned and operated by the LAUSD. The district serves an area of 708 square miles in Los Angeles County (the City of Los Angeles occupies 470 square miles) and neighboring municipalities. The district serves an extraordinarily diverse population in terms of the social, racial, ethnic, cultural, and economic characteristics of students. Schools in the district have to provide English language instruction for students with at least 86 different language backgrounds.

2. Organizational Structure

The LAUSD was granted a Federal Communications Commission (FCC) Non-Commercial Educational Television Broadcast license to operate KLCS-TV in 1973. An Instructional Television Advisory Committee, composed of teachers, administrators, instructional specialists, Education Commission members, and unit superintendents, makes recommendations regarding the selection and implementation of ITV broadcasting. Ultimate responsibility for governance of the agency, though, remains with the elected LAUSD Board of Education.

3. Agency Membership

There is no membership charge for LAUSD schools for instructional video programming or for support services provided by KLCS.

4. Population Served

KLCS provides ITV services to over 806,000 students in schools serving pre-school through adult, including over 600,000 students in grades K-12, almost 13 percent of California's public school enrollment of 4,772,000. Grade K-12 enrollment in the LAUSD is expected to grow by over 22 percent in the next decade. The agency provided ITV services for the following K-12 school populations in 1989-90:

Groups Served	Total Number in Service Area
Public School Students	609, 746
Public School Teachers	29,029
Public Schools	648

5. County Office of Education Service Delivery

As an ITV agency serving a single unified school district, KLCS does not provide any direct services to media department personnel at county offices of education. KLCS consultants, though, collaborate with staff members from other ITV agencies and county and district media centers in presentations about instructional video in staff development programs throughout Southern California.

II. Planning and Restructuring

1. Needs Assessment

KLCS conducts annual surveys of all LAUSD schools, collects information during school visits and workshops, consults with curriculum specialists, and meets with district and community advisory groups. For 1990-91, KLCS emphasized assessment of:

- *Curriculum*: Programming addressing the new California Curriculum Frameworks.
- *Student Needs*: Acquisition of programming on AIDS education.
- *Staff Development Needs in Region*: Programming that can support school restructuring and staff development activities to assist schools prepare AB 1470 grant applications.

2. Planning Procedures

An annual operating plan for ITV activities is prepared by the KLCS staff each year. In 1990-91, the agency received assistance in planning from several advisory groups, including community groups and curriculum department specialists. Authority for formal policy approval for KLCS, however, lies in the LAUSD Board of Education. Specific characteristics of the KLCS planning process are summarized in a table comparing the procedures of all of the agencies on page 53.

3. ITV Utilization Surveys

KLCS conducts annual surveys of (a) all site administrators, (b) grade-level and department chairpersons, and (c) building ITV coordinators as part of its need assessment, utilization research, and evaluation efforts. In 1990-91, the agency surveyed school personnel about preferences for pre-recorded videotapes of ITV programming versus off-air broadcasts and learned that just over half (54%) of the LAUSD teachers who report regular use of ITV still prefer to turn on the live broadcasts each day. The agency staff noted that a very large majority of the off-air television users taught in the elementary grades

4. Agency Goals and Priorities

The mission of the LAUSD Office of Instructional Media, the host agency for KLCS, is to unite schools with instructional technology necessary for students to excel in academic endeavors, to become informed decision makers, and to develop the skill required to fully participate in an information-rich society. The Office assumes the responsibility of bringing to schools the means and methodology to integrate instructional media and technology into the curriculum. The goals (Cradler & Eckenrod, 1990) include:

- Administrators, teachers, staff, students, and parents will become aware of and involved in the emerging instructional technologies and their impact on the instructional program.
- Students and teachers will have equal access to exemplary instructional media and the related technologies, including a full range of print and non-print materials.
- Students and teachers will use instructional media and technology appropriately to meet curricular needs and to improve academic achievement.

In 1990-91, KLCS increased the attention devoted by agency staff to

- More block-feed ITV series for teachers;
- Improvement of teleconferencing capabilities, and;
- The Classroom Instructional Television Award (CITVA) program to recognize LAUSD teachers using ITV in exemplary ways.

III. Program Content and Implementation

1. Distribution of ITV Programming

As a licensed PBS station, KLCS broadcasts every day of the year, from 6:00 a.m. to 9:00 p.m. Evening broadcasts of LAUSD Board of Education meetings frequently run later than the normal sign-off hour. The broadcast signal for KLCS, Channel 58 in Los Angeles, reaches from Santa Barbara to San Diego and is carried on over 60 cable systems in Southern California. The agency estimates that fewer than one percent of the LAUSD school sites are without broadcast or cable reception capabilities. Data on the distribution of ITV programming in the KLCS area are combined with those of the other agencies in a table on page 54.

2. Other Program Components

See pages mentioned for information about each of the following KLCS program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

3. Collaboration With Other Agencies

In the 1990-91 self-assessment inventory of KLCS, the agency staff reported high levels of collaboration with various other educational agencies. Among the many partnerships maintained by KLCS staff members were ITV support for the Los Angeles Model Technology Project, leadership of the regional California Technology Project consortium, and collaborative projects with six major business firms and dozens of educational and civic organizations.

The agency also provided examples of staff collaboration in several other kinds of county, regional, and state-wide educational technology leadership activities. These included attendance at meetings of the Educational Technology Committee, operating KLCS as a PBS station, participation in CIVC activities, cooperation with over 70 local cable systems, and collaboration with ETN in teleconferences. In addition, the LAUSD is a partner with the Los Angeles County Office of Education in the TEAM Project funded by the Federal STAR Schools program.

The self-assessment inventory ratings of KLCS collaboration with other education agencies are compared with those the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

The KLCS staff collects evaluation data on ITV service delivery in several ways. Each school in the district completes a site survey in the fall about the use and distribution of the ITV guide. Basic ITV workshops are evaluated by interviews with the site-administrator or coordinator or by participants. Participants in full-day workshops complete evaluation forms and the results are entered into a district staff development database.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

In addition to providing ITV agency services to schools in the LAUSD, KLCS operates a major television production and broadcast facility for the district. Not including 140 daily showings of the 60 minute program *Homework Hotline*, the agency produces programs for several other instructional series, totaling well over 100 hours of broadcast time. Most of the ITV program production costs are provided by the district but some revenues are received from other sources, including an annual grant from PBS which amounted to $488,293 in 1990-91.

The state ITV grant of $243,898 for 1990-91 amounted to just over nine percent of the station's total operating budget of $2.7 million. KLCS allocates the CDE's ITV grant almost entirely to support ITV utilization staff activities. Thus, while KLCS regards station operations and ITV production as integral parts of its operations, factoring in the revenue for and costs of production by KLCS skews the per pupil expenditure comparisons of KLCS with those of the other ITV regional agencies.

When KLCS production costs are included in the agency's budget, the per pupil expenditure amounts to $4.43, nearly three and one-half times as much as the average of the other six regional ITV agencies. If an estimated $2 million in station operating costs and ITV production is "backed-out" of the per pupil calculation, then the per pupil expenditure by KLCS was about $1.15 in 1990-91. Within the same limits, the proportion of the costs of KLCS's ITV support activities that is represented by the CDE's grant would increase from 9% to nearly 35%

See the pages mentioned below for more details of information about each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 62
- Expenditures, 63
- Allocation of agency staff time, 64

V. Outcomes

1. Influence of AB 1470 on ITV Use

The KLCS staff estimated in the 1989-90 agency self-assessment inventory that there would be a moderate increase in the use of ITV among the AB 1470 School-Based Educational Technology Grant projects in the LAUSD.

2. Marketing Effort and Impact

KLCS staff took a very broad perspective on what activities represented marketing efforts and estimated that they allocated over $2.5 million of agency resources to such efforts. The estimates of the levels of effort devoted to and the impact of marketing activities that were reported are included in the table comparing all of the regional ITV agencies on page 65.

3. Teacher ITV Use

The surveys of ITV utilization conducted by the KLCS staff are not sent to individual teachers but, rather, to departments or grade level administrators in the 648 K-12 schools. The agency notes that virtually all teachers (95%) receive LAUSD staff development programs via television but the agency's staff can only estimate the proportions of elementary school and secondary school teachers who either use or do not make some use of ITV programming. The data from the KLCS 1989-90 self-assessment inventory about the use of ITV by teachers at various grade levels are summarized in the graphs comparing all of the regional ITV agencies on page 66.

4. Support for Curriculum Framework Alignment

KLCS's ratings of the extent to which effective ITV series or programs are available to help schools align instruction with the California Curriculum Frameworks are summarized in the tables comparing the ratings of all seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

In identifying and rank-ordering the ITV series or programs available to support each of the major curriculum subject areas that were considered to have the greatest educational value and impact on students, the KLCS staff provided the titles of five series that are incorporated in the summary tables of ITV agency ratings on pages 68-72.

6. Use of State Licensed Series

In the 1990-91 self-assessment inventory provided by KLCS, the agency staff estimated that between 81 and 100% of the "state buy" ITV programming was used by LAUSD teachers.

7. Continuing State ITV Licensing

The KLCS staff stated approval for continuing the state-wide system of licensing ITV series by the CDE and noted that "because the state allows schools to build video libraries, classroom teachers have easier access to high quality programming."

8. Impact of ITV Services

In rating the perceived effectiveness of agency ITV services (based on feedback from educators who made use of agency resources) and in estimating the need for additional services, the staff of KLCS provided the data that are incorporated in the summary table on page 73.

9. Most Valuable Service

KLCS did not identify a single "most important and valued ITV agency service" provided for the LAUSD schools, but listed: Blockfeeds, teleconferences, conference presentations, video camera workshops, support for CTP, and the KLCS Video in the Classroom (VIC) program and CITVA.

10. Other Information

The KLCS agency staff reported the following "other information:" (a) The annual CITVA ceremony to provide recognition for exemplary use of ITV by teachers to enhance classroom instruction; (c) Efforts to connect all school sites to cable TV systems in cooperation with the City of Los Angeles and the cable industry; and (d) Production of ITV promotional "spots" for CITVA and VIC and public service announcements (PSAs) by ITV Advisers.

11. Recommendations

The KLCS ITV agency staff made four recommendations for consideration by the CDE; these included: (a) Increase the CDE level of ITV funding to support a more adequate evaluation of outcomes; (b) Establish a state-wide program for recognition of exemplary ITV use by teachers, similar to KLCS's CITVA ceremony; (c) Provide opportunities for direct involvement by ITV agencies in the California Subject Matter Projects; and (d) Utilize the California Instructional Video Clearinghouse to disseminate ITV publications, such as the correlations of ITV series with the California Curriculum Frameworks, and information about CDE and PMN licensing and video acquisitions.

I. Background Information

1. Service Area

Telecommunications of Orange County (TOC/KOCE) provides instructional video services for 25 of the 28 school districts in Orange County (all except the Newport-Mesa, Orange, and Santa Ana Unified School Districts that were members of RETAC before TOC was established).

2. Organizational Structure

TOC is the instructional television service of public television station KOCE-TV, Channel 50, Huntington Beach. The station is owned and operated by the Coast Community College District, which has its offices in Costa Mesa. Although the Coast Community College District holds KOCE's broadcasting license the district provides no direct support to the ITV agency but serves, rather, as the legal host while KOCE-TV serves as the financial host. TOC/KOCE is located on the campus of Golden West College in Huntington Beach. The Orange County Department of Education, with offices in Costa Mesa, serves as the fiscal agent for the state ITV grant funds to TOC/KOCE.

3. Agency Membership

TOC provides two tiers of ITV service: (a) Basic Video Service is available to all schools in the service area that do not pay membership service fees; Basic Service includes access to the ITV series licensed for state-wide distribution by the CDE, at-cost teacher guides and instructional support materials, use of the Videotape Duplication Center that TOC operates with the Orange County Department of Education, and staff development services; and (b) Full Membership in TOC (for a fee of 90 cents per ADA) provides access to all 85 ITV series distributed by the agency, free teacher support materials, and a broad range of workshops and presentations for teachers, parents, and other community members provided at no charge.

4. Population Served

TOC/KOCE provided ITV services for the following school populations in the agency's service area during 1990-91:

Groups Served	Total Number in Service Area	Total Number Full Agency Members	Percent of Total Members in Area
Public School Students	276,677	95,000	34
Private School Students	Unknown	439	N/A
Public School Teachers	6,250	2,450	39
Private School Teachers	Unknown	82	N/A
Public Schools	391	139	32
Private Schools	200	3	N/A

The TOC staff considers all of the schools that do not pay fees for Full Membership services (the remaining 66% of the public schools in the service area) to be receivers of the Basic Video Services provided by the agency. The agency regards all of the schools in the entire KOCE broadcast/cable area as recipients of TOC services.

5. County Department of Education Service Delivery

While TOC/KOCE provides virtually all of the direct ITV services delivered to schools in the service area, the joint operation of the video duplication and circulation centers has led to the general perception among teachers in the county that ITV services are provided by both TOC and staff members of the Orange County Department of Education's IMC.

Joint planning and coordination of services between the two agencies is facilitated because one member of the TOC Board of Directors is on the staff of the county department. TOC allocates a portion of the state ITV grant to support the jointly-operated video circulation center.

II. Planning and Restructuring

1. Needs Assessment

TOC/KOCE priorities are generally determined each year based on the results of semi-annual surveys. Staffing constraints in 1989-90, however, prevented the agency form conducting surveys to determine needs for ITV services in 1990-91. Therefore, TOC staff continued with the 1989-90 needs assessment results and emphasized the following:

- *Curriculum*: Alignment of ITV program use with California Curriculum Frameworks was evaluated. In 1989-90 TOC collaborated with KOCE in producing a three-part series on local history to complement the Orange County Centennial.
- *Student Needs*: A review of TOC materials for appropriateness to students was conducted.
- *Staff Development Needs in Region*: Staffing limitations reduced the normal level of ITV staff development that could be provided in the region.
- *Agency Needs*: Considerable effort has gone into review of the role of TOC in providing complementary technical services and will continue as the agency staff changes in 1991.

2. Planning Procedures

The TOC/KOCE staff prepares an annual operating plan for ITV activities each year. The agency staff members receive assistance in planning from the TOC Policy and Planning Committee, composed of members of the TOC Board of Directors and the TOC Executive Director. Specific characteristics of the TOC/KOCE planning process are summarized in a table comparing the procedures of all of the agencies on page 53.

3. ITV Utilization Surveys

In 1990-91, when TOC was unable to conduct the semi-annual surveys of school ITV users, the agency relied upon three other means for collecting information about ITV use in the area: these included (a) Interaction with the members of TOC/VUE (Video Using Educators), 64 teachers who previewed and evaluated new video programming for possible addition to the 1991-92 ITV schedule; (b) Recommendation provided by TOC member teachers; and (c) Feedback collected from the participants in ITV utilization workshops and other presentations.

4. Agency Goals and Priorities

The overall purpose of TOC/KOCE is to increase the use of planned instructional video as an integrated part of curriculum and instruction in the K-12 classrooms in the TOC service area. The specific objectives of the agency (Cradler & Eckenrod, 1990) are to:

- Promote instructional video as an integral part of districts' educational plans.
- Provide staff development to increase effective use of instructional video in K-12 classrooms within TOC service area.
- Assure equal access to instructional video by students in the TOC service area.
- Promote effective classroom use of state-funded video related projects (i.e., TIC Resource Guides, state-funded VCRs, state licensed video, and other funded projects.

During 1990-91, the TOC/KOCE staff tried to focus activities on the state reform initiatives in technology and curriculum by promoting greater awareness of ITV programming that supports curriculum alignment and by coordinated staff development activities.

III. Program Content and Implementation

1. Distribution of ITV Programming

TOC/KOCE provides ITV programming to schools in the service area by simultaneous broadcast over public television station KOCE-TV, Channel 50, in Huntington Beach and local cable systems, in both block feed and special schedules, and by the distribution of series on video cassettes. Data on the distribution of ITV programming in the TOC/KOCE region are combined with those of the other agencies in a table on page 54.

2. Other Program Components

See pages mentioned for information about each of the following TOC/KOCE program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

3. Collaboration With Other Agencies

TOC/KOCE staff have been very active in collaborative partnerships with other state programs, including the California Subject Matter Projects, and are providing instructional video services to three schools conducting Model Technology School projects and intensive consultation to staff of the nearby California Technology Project. The TOC/KOCE staff provided the following data about the extent of collaboration with various other educational agencies. The agency's 1990-91 self-assessment inventory also gave examples of how TOC/KOCE staff members took part in county, regional, and state-wide educational technology leadership activities. These included attendance at meetings of the Educational Technology Committee, participation in CIVC committee activities, service in CTP regional consortium, providing schools with information about ETN teleconferences, and advocacy for national planning by ITV and public television agencies.

The self-assessment inventory ratings of TOC/KOCE collaboration with other education agencies are compared with those the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

TOC/KOCE staff rely upon evaluation questionnaires completed by participants to provide evaluation data on the agency's basic ITV utilization and curriculum alignment workshops. Agency staff have also conducted informal surveys of current ITV programming and formal preview/evaluation sessions with teachers and curriculum coordinators in collaboration with the Instructional Video Clearinghouse.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

The two principle sources of support for the TOC agency are funding from KOCE-TV (68%) and the CDE's ITV grant (18%). ITV agency fees brought in another 13% of the revenue.

During 1990-91, the annual expenditures for instructional video per pupil in the TOC/KOCE ITV region amounted to $2.18, of which 40 cents was provided by the state ITV grant and the remainder from fees and local funds.

Agency staff noted that the 1990-91 expenditures were "out of balance" due to staff vacancies the previous year in which additional funds were redirected into video program acquisition and the preparation of print materials.

See the pages mentioned below for more details of information about each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 62
- Expenditures, 63
- Allocation of agency staff time, 64

V. Outcomes

1. Influence of AB 1470 on ITV Use

In the 1990-91 agency self-assessment inventory the TOC/KOCE staff estimated that there would be a moderate increase in the use of ITV among the AB 1470 School-Based Educational Technology Grant projects in the service area. The agency staff commented that there seemed to be more awareness of the benefits of instructional video in supporting curriculum objectives and that understanding about how technology can be used in various combinations to enhance the education was increasing.

2. Marketing Effort and Impact

In the self-assessment inventory for 1990-91 provided by TOC/KOCE, the staff estimated that the agency devoted about $47,000 of agency resources to activities to market ITV services and TOC membership. Estimates by agency staff of the levels of effort and impact of the marketing activities are included in the table comparing all of the regional ITV agencies on page 65.

3. Teacher ITV Use

TOC/KOCE staff estimate that about 65% of elementary and middle grade teachers and 50% of high school teachers make some use of ITV in instructional programs. The estimates provided in TOC/KOCE's 1990-91 self-assessment inventory about the use of ITV by teachers at various grade levels are summarized in the graphs comparing all of the ITV agencies on page 66.

4. Support for Curriculum Framework Alignment

The ratings of the TOC/KOCE staff of the extent to which effective ITV series or programs are available to help schools align instruction with the California Curriculum Frameworks are summarized in the tables comparing all seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

TOC/KOCE identified and rank-ordered five ITV series or programs that agency staff considered to have the greatest educational value and impact on students for each of the major curriculum areas. The rankings provided by the agency are incorporated in the summary tables of all of the ITV agency ratings on pages 68-72 below.

6. Use of State Licensed Series

The TOC/KOCE self-assessment inventory for 1990-91 estimated that between 61 and 80% of the "state buy" ITV programming was actually used by teachers in the ITV agency region.

7. Continuing State ITV Licensing

The TOC agency staff expressed approval for continuation of state-wide licensing of ITV series by the CDE in the 1990-91 self-assessment inventory and noted that state licensing (a) was very cost-effective, (b) permitted flexible use of programming, (c) enhanced the state curriculum frameworks, and (d) provided "high visibility" programming at reasonable cost.

8. Impact of ITV Services

The results of TOC/KOCE's rating of the perceived effectiveness of agency ITV services (based on feedback from educators who made use of agency resources) and in estimating the need for additional services are summarized in the table on page 73 comparing all of the ITV agencies.

9. Most Valuable Service

The TOC/KOCE agency staff identified three ITV services as the most important and valued in the region during 1990-91: (a) Broadcast services, particularly "block scheduling" of popular series for school to tape record; (b) The high quality of ITV programming; and (c) Liberal distribution of ITV teacher support materials.

10. Recommendations

While the ITV services provided to TOC members and non-members alike have continued to expand over the years, the agency finds it increasingly difficult to provide comprehensive support services due to the increased need for staff development of teachers in the region.

The TOC/KOCE agency staff had three recommendations for the CDE to consider: (a) Increase the level of state funding so that the regional ITV agencies can pay professional level salaries to their ITV utilization specialists; (b) Increase support for travel by staff members of the Southern California ITV agencies so that they can provide input to long-term planning by the CDE, the Educational Technology Committee, the California Planning Commission for Educational Technology, and legislative groups to keep these groups aware how emerging technologies will provide educational resources beyond what is currently recognized as ITV; and (c) Establish a schedule for CDE evaluation of ITV agencies that accommodates the schedules of data collection at the end of each fiscal year and permits time to validate and analyze report data.

San Diego County

I. Background Information

1. Service Area

Instructional video services for schools in the two southernmost counties of the state, San Diego and Imperial, are provided by the ITV agency at the San Diego County Office of Education. San Diego County is experiencing rapid population growth, growing by almost a third between 1980 and 1989, from 1.86 to 2.46 million. Imperial County grew from 92,110 to 117,600 in the same period. Almost one third of the region's student population is enrolled in the San Diego Unified School District, serving California's second largest city, and the remainder live in communities that range from coastal resorts to isolated desert hamlets.

2. Organizational Structure

The San Diego County Board of Education provides governance for Instructional Television Services and, as well, all other instructional media services located at the San Diego County Office of Education. The operations of the ITV agency are jointly administered by two county office divisions; station operations come under the Administrative Division, and ITV school programming is under the Instructional Support Services Division. An ITV Advisory Committee, comprised of personnel from school districts who have media or curriculum responsibilities, meets twice a year to identify district curriculum needs.

3. Agency Membership

There are no ITV agency membership fees charged for instructional video services to schools in the two county service region.

4. Population Served

The San Diego County ITV/Media Services staff provided ITV services for the following school populations in 1990-91:

Groups Served	Total Number in Service Area
Public School Students	408,810
Private School Students	34,731
Public School Teachers	18,706
Private School Teachers	N/A
Public Schools	557
Private Schools	471

5. County Office of Education Service Delivery

The San Diego County Instructional Television Services unit is part of and is staffed by county office of education personnel. All instructional video services are provided by IMC personnel in both counties and educators throughout the region have no reason to separate ITV support services from other instructional media services provided by the county offices.

II. Planning and Restructuring

1. Needs Assessment

Since 1988, when the San Diego County Office conducted a needs assessment survey, the ITV/ Media Services staff has collected needs assessment information as part of the evaluation of staff development programs on instructional media. In 1990-91, the agency conducted a survey of the Instructional Television Representatives in each school in San Diego County to identify needs for ITV services. For 1990-91, the San Diego County agency emphasized assessment of:

- *Curriculum*: Alignment with the California Curriculum Frameworks has been one of the main priority areas.
- *Student Needs*: Student well-being and dropout prevention have also been priority areas for the ITV agency.
- *Staff Development Needs in Region*: The third priority area for the agency has been to increase the amount of staff development in ITV utilization throughout the region.
- *Other*: The 1990-91 survey identified needs for more television equipment, better cable system access, better equipment maintenance, and more administrative support.

2. Planning Procedures

An annual operating plan for ITV activities is prepared each year. The San Diego County ITV/ Media Services staff receives assistance in planning from the San Diego County Media Services Manager, Instructional Technology Manager, Media Services Director, and the Assistant Superintendent of Instructional Support Services. This advisory group draws upon teacher questionnaire results to prepare the yearly plan for approval by the San Diego County Office of Education Cabinet. Specific characteristics of the San Diego County planning process are summarized in a table comparing the procedures of all of the agencies on page 53.

3. ITV Utilization Surveys

The San Diego County ITV/Media Services staff plans to conduct a survey about ITV utilization and needs each year and will rely upon IMC personnel in the Imperial County Office of Education to provide survey results for teachers in the remainder of the service region.

4. Agency Goals and Priorities

The four goals of the San Diego County ITV agency, described above, are complemented by seven more specific objectives (Cradler & Eckenrod, 1990), including:

- Providing teachers with additional ITV utilization services.
- Acquiring additional ITV series to support curriculum improvement at all grade levels, especially in literature, mathematics, physical education, and in all other subject areas for grades 7-12.
- Marketing ITV programming to school not yet utilizing agency services.
- Assisting schools with aligning ITV series with curriculum goals and objectives.
- Providing schools with help in setting up and operating video libraries.
- Assisting school districts with equipment acquisition.
- Providing free tapes to Direct Service school districts that do not receive cable ITV.

For 1990-91, the San Diego County ITV/Media Services staff planned to increase the number of curriculum ITV alignment workshops.

III. Program Content and Implementation

1. Distribution of ITV Programming

Because the San Diego County Office of Education operates a county-wide ITFS and cable television distribution system, the ITV/Media Services staff does not need to use the broadcast services of the local public television station to distribute instructional television. The agency staff views the steady increase in distribution of state-licensed programs on videocassettes as tangible evidence of steady growth in ITV utilization. Over the last five years, the duplication and sale of videotape cassettes has become the primary method for the delivery of ITV programming. Schools in Imperial County rely upon videocassettes from their county office.

Data on the distribution of ITV programming in San Diego and Imperial counties are combined with those of the other agencies in a table on page 54.

2. Other Program Components

See pages mentioned for information about each of the following San Diego County ITV/Media Services program components:

- Professional and/or staff development activities, page 55
- Support for AB 1470 Project Development, 56
- Publication production, 57
- Support for CDE priorities, 58

3. Collaboration With Other Agencies

The San Diego County ITV/Media Services staff reported several examples of collaboration with various other educational agencies during 1990-91 report as follows. The agency indicated that various staff members took part in county, regional, and state-wide educational technology leadership activities. These included attendance at meetings of CIVC, meetings with local cable system commission, and participation in National Federation of Local Cable Programmers, NARMC, and CMLEA.

The self-assessment inventory ratings of San Diego County ITV/Media Services collaboration with other education agencies are compared with the other ITV agencies in a table on page 59.

4. Evaluation of ITV Services

The San Diego County agency uses an annual survey of ITV Representatives to collect evaluation data on ITV support services but not instructional video programming. Workshop evaluation forms are completed by participants to assess agency staff development activities. Previews of new ITV series, as well as reevaluation of programming already distributed, are done by teachers and ITV Representatives using SAT Screen.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

The San Diego County ITV region is supported primarily by the San Diego County Office of Education (51%) and the CDE's ITV grant (43%). The remainder is derived from the sale of videotape cassettes.

In 1990-91, the annual expenditure for instructional video services per pupil in the San Diego County ITV region amounted to $0.88, of which 40 cents was provided by the state ITV grant and the remainder from local funds.

See the pages mentioned for more details of information about each of the following program components in comparison with the other regional ITV agencies:

- Revenue, pages 60-61
- In-kind (leveraged) support, 62
- Expenditures, 63
- Allocation of agency staff time, 64

V. Outcomes

1. Influence of AB 1470 on ITV Use

In the 1990-91 agency self-assessment inventory the San Diego County ITV/Media Services staff reported that there was not enough information available to estimate the extent to which the AB 1470 School-Based Educational Technology Grant projects in the region, which had included ITV in their programs, would increase the use of instructional video over the next two years. The ITV/Media Services staff noted that support for the AB 1470 grant projects was provided by the Technology Consortium Unit of the County Office.

2. Marketing Effort and Impact

The San Diego County ITV/Media Services staff estimated that about $88,000 of agency resources were devoted to ITV marketing services during 1990-91. The data estimating the levels of effort and impact of marketing activities provided by the agency are included in the table comparing all of the regional ITV agencies on page 65.

3. Teacher ITV Use

Drawing upon reports from the IMC directors, the San Diego County ITV/Media Services staff estimates that about 52% of the elementary school teachers, 57% of the middle grades teachers, and 58% of the high school teachers in the region make at least some use of ITV in their instructional programs. The data provided by the agency about ITV use by teachers at various grade levels are summarized in the graphs comparing all of the ITV agencies on page 66.

4. Support for Curriculum Framework Alignment

The San Diego County ITV/Media Services staff's ratings of the extent to which effective ITV series or programs are available to help schools align instruction with the California Curriculum Frameworks are summarized in the tables comparing all seven ITV agencies on page 67.

5. Effectiveness of ITV Programs

In identifying and rank-ordering the ITV series or programs available to support each of the major curriculum subject areas considered to have the greatest educational value and impact on students, the San Diego County ITV/Media Services staff provided the titles of five series that are incorporated in the summary tables of ITV agency ratings on pages 68-72.

6. Use of State Licensed Series

The 1990-91 self-assessment inventory provided by the San Diego County ITV/Media Services staff estimated that between 81 and 100% of the "state buy" ITV programming was actually used by teachers in the ITV agency region.

7. Continuing State ITV Licensing

The San Diego County ITV/Media Services staff expressed approval for the continuation of state-wide licensing of ITV series by the CDE and commented that because the "access to instructional material is so uneven throughout school districts in the state" that "state buys provide equal access."

8. Impact of ITV Services

The San Diego County ITV/Media Services staff's (a) rating of the perceived effectiveness of ITV agency services (based on feedback from educators who used agency resources) and (b) of estimating the need for additional services are included in the summary table on page 73 that compares all of the ITV agencies.

9. Most Valuable Service

The most important and valued ITV agency services provided during 1990-91 for the schools in the San Diego County region, as reported in the ITV/Media Services staff's self-assessment inventory, was "our curriculum programming."

State-Wide Analysis of Regional ITV Agencies

I. Background Information

As noted in each of the preceding descriptions of the regional ITV agencies, there are several categories of information about agency planning, and implementation that permit comparisons across the seven agencies. In this section of the report the data provided by the ITV agencies in the self-assessment inventories are combined in tables or other graphics to facilitate cross-agency analysis.

II. Planning and Restructuring

1. Planning Procedures

The seven ITV agencies reported quite a bit of variation in the involvement of county office staff personnel in agency planning but most other aspects of planning were similar.

Planning Procedures for ITV Agencies, 1990-91

	Involvement of County Office (COE) Staff in ITV Agency Planning										California Dept. of Education Initiatives Considered in Plan					"Consumer" Input to Agency Planning				Agency Plan Revision		
	Proportion of COE in Planning Group					Frequency of COE Involvement																
ITV Agency	None	Little	Some	Most	All COE	Never	Monthly	Bimonthly	Quarterly	Annually	Curriculum Align.	Learn. Res. Mgmnt.	Staff Development	Sch.-based Planning	Eval. & Account.	None	Little	Some	Much	Annually	Biannually	Other
NITAC					●				●		●	●	●	●	●			●		●		
KQED-ITV				●				●			●	●	●	●	●			●				●
EMC-ITV		●							●		●		●					●		●		
RETAC			●				●				●	●	●	●	●				●	●		
KLCS	●					●					●		●	●	●			●		●		
TOC/KOCE		●						●			●		●	●	●			●		●		
San Diego					●		●				●	●	●	●	●			●		●		

Two agencies had planning performed exclusively by COE personnel. The NITAC Executive Committee is made up of the IMC directors of the 11 participating county offices and does all of the planning and provides administrative oversight. The San Diego County ITV/Media Services plan is prepared by a task group composed of COE media department administrators who use teacher survey data from the two counties in the region in their work. The agency serving the Los Angeles Unified School District, KLCS, has no COE staff personnel involved in planning. The other agencies rely upon county office staff to varying degrees.

All of the ITV agencies consider CDE initiatives as part of the planning process. All of them also seek the input of their clients, teachers and administrators, in developing their plans.

III. Program Content and Implementation

1. Distribution of ITV Programming

The first table below indicates (a) the number (No.) of ITV series broadcast by various means and (b) the total number of hours (Hrs.) per week that each type of broadcasting is available during the school year for each of the seven regional ITV agencies.

ITV Programming Broadcast Distribution	NITAC*		KQED		EMC		RETAC		KLCS		TOC		San Diego	
	No.	Hrs.	No.	Hrs.	No.	Hrs.	No.	Hrs.	No.	Hrs.	No.	Hrs.	No.	Hrs.
PBS Broadcast	--	--	100	25	87	28	43	8	141	72	85	30	--	--
ITFS Broadcast	--	--	--	--	78	20	96	115	--	--	--	--	52	5
Cable Broadcast	139	39	100	25	87	28	90	30	141	22	85	30	54	36
Block Feed, PBS Broadcast	--	--	85	15	53	6	36	4	70	6	31	25	--	--
Block Feed, Cable Broadcast	--	--	85	15	53	6	36	4	70	6	31	25	--	--
Block Feed, ITFS Broadcast	--	--	--	--	72	20	--	--	--	--	--	--	40	3

*Butte County schools receive KQED-ITV from KVIE in Sacramento; Shasta County Office reschedules and broadcasts KQED-ITV over local cable; and Plumas County simultaneously broadcasts KQED-ITV signal from KVIE over local cable system. Data reported for 1989-90.

The next table summarizes the data provided by the ITV agencies on the circulation and sales by various agencies of videocassettes of ITV programming during 1990-91.

ITV Videocassette Distribution	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego
Agency Circulation/Loans	--	N/A	40	9,956	26	1,767	946
Agency Sales	40	N/A	65	1,309	--	48	1,966
County Office Circulation/Loans	170,032	N/A	12,000	N/A	--	1,528	46
District Circulation/Loans	N/A	N/A	N/A	N/A	64	N/A	183
County Office Sales	--	N/A	--	N/A	--	--	--
District Sales	--	N/A	--	N/A	4,881	--	--

The variation in methods of ITV programming distribution reflect the diversity in the geographic areas served, the broadcast facilities available, and other distribution capabilities of each of the agencies. Neither NITAC or San Diego County make use of PBS broadcast facilities to make ITV programming available for off-air classroom use or recording. Only the Santa Clara County EMC-ITV distributes programming by means of all of the broadcast systems available.

In the past two years, most of the agencies have reported that teachers are increasingly relying upon prerecorded videotapes of ITV programming in place of off-air broadcast use (Cradler & Eckenrod, 1990). As indicated in the second table above, however, it is difficult for most of the ITV agencies to collect comprehensive data on the circulation of videocassettes within their service regions.

Until a more reliable means is employed to assess the extent of the use of prerecorded ITV videocassettes in California classrooms, it will not possible to accurately estimate current usage.

2. Other Program Components

a. Professional Development

With the exception of NITAC, which relies upon IMC staff in each participating county, all of the regional ITV agencies provide staff development programs to local education agencies in the effective use of instructional video.

Professional Development in ITV, 1990-91

	Number of Teachers (T) and Administrators (A) in Various Types of ITV Workshops														Number of Workshops of Various Lengths			
	Basic ITV Utilization		Use of ITV in support of:												1/2 Day or Less	One Day	One Day Plus	Total Workshops
			English-Language Arts		History-Social Science		Science		Mathematics		Visual and Performing Arts		Other					
ITV Agency	T	A	T	A	T	A	T	A	T	A	T	A	T	A				
NITAC*			440	16	1319	48									46	10		56
KQED-ITV	1116	2	803	24	1428	24	903		32		41		619	4	173	8	1	182
EMC-ITV	1025	30	70	5	60	3							590	20	72			72
RETAC	1950	345	575		255	55	45	4	10						107			107
KLCS**	3478	1048											1004	31	316	13	10	339
TOC/KOCE	218	26	673		78	5	267	12	58	2					34	11		45
San Diego	1340	49	50		50										43	5		48

* 1989-90 Inventory Report data; workshops by County Office IMC staff

** Except for foreign language, all ITV workshops are "cross-curricular". Some staff development is delivered via television broadcast.

The performance of the most active agency, KLCS, is a reflection of the commitment of the LAUSD to make extensive use of technology as tools in meeting the extraordinarily diverse needs of the children and adults in the community that it serves.

KQED-ITV benefits from the commitment of its parent public television station host to supporting instructional television with quite generous funding. RETAC is able to leverage staff development assistance from several of the county offices in its region at fairly modest cost. The other agencies have to compete for staff development resources with other programs in their host agencies and find ways to coordinate ITV utilization with other professional development.

The most frequently used format is the half-day or less workshop in content specific applications. Twice as many teachers participated in content specific staff development as in basic utilization which is reflective of increasing teacher familiarity with the video media generally as well as the increasing use of ITV to support the curriculum.

b. Support for AB 1470 Project Development

The self-assessment reports of the ITV agencies for 1990-91 indicate a shift in the types of assistance provided for the AB 1470 School-Based Grant projects from the previous year (Cradler & Eckenrod, 1990). While several of the agencies report that they are assisting in Technology Use Planning workshops the major emphasis has shifted to assisting in the staff development programs, typically Technology Leadership Academies, provided by the CTP regional consortia. Because the second cycle of School-Based projects was selected from among the unfunded proposals submitted initially in 1990-91, there was not much demand for proposal development assistance except in a few areas.

Support for AB 1470 Project Development

	Number of Participants (T=Teachers, A=Administrators) and Estimated Days of Staff Time (ITV=ITV Agency Staff, IMC=County Office Staff) for Various Types of AB 1470 Project Support, 1990-91																							
	Technology Use Planning Workshops				Proposal Development Workshops				Site-Level Project Development Assistance				Assistance in CTP Training				Newsletter Articles on AB 1470				Other Project Support			
	No.		Days		No.		Days		No.		Days		No.		Days		No.		Days		No.		Days	
ITV Agency	T	A	ITV	IMC	T	A	ITV	IMC	T	A	ITV	IMC	T	A	ITV	IMC	T	A	ITV	IMC	T	A	ITV	IMC
NITAC*	79	18		37	18	23		7	15	26		10	55	31		3	577	36		3	32	30		40
KQED-ITV*									13		2		356		17								7	
EMC-ITV	250	20	40		10	4	20		18	4	16		500	40	30									
RETAC	60	15	2										295	100	28									
KLCS	400	19	12						21	1	5		450	10	3		800	450	10			650	5	
TOC/KOCE	93	17	18		286	11	21		563	12	20		221		15						682	31	18	
San Diego**																							15	

* 1989-90 Inventory Report data

** Reports that responsibility for AB 1470 support lies with another COE division and that ITV staff only assist in support activities.

Reports of AB 1470 School-Based Grant Projects on ITV Services. The self-assessment inventories completed by the School-Based projects provided data on interaction with the ITV agencies from the perspective of field-based users of instructional video services.

When asked to rate the level of use of various types of technology applications in their projects, 11% of the school-based grant projects reported that ITV received major emphasis, 24% noted secondary emphasis, and 64% indicated that it had no emphasis.

In reporting the types, level of use, and value of various types of educational technology support services received, the school-based projects indicated a high level of interaction with their local ITV agencies. The percentage of the projects using each of the following types of service was: (a) workshops, 58%; (b) individual assistance, 29%; (c) linking to other resources, 19%; (d) print materials, 44%; and (e) obtaining information, 48%.

In identifying the level of use of instructional video services the AB 1470 school-based projects reported: (a) never, 39%; (b) once 18%; (c) two or three times, 16%; (d) intermittently, 18%; and (e) regularly, 8%.

When rating the value of ITV services the school-based projects indicated: (a) not useful, 5%; (b) slightly useful, 2%; (c) moderately useful, 15%; (d) useful, 47%; and very useful, 30%.

c. Publication Production

Each of the regional ITV agencies reported at least some publication activity, whether it involved publication or simply distribution.

Number of Copies of Various Types of ITV Publications Produced by ITV Agencies and Publications Budgets for 1990-91

ITV Agency	Program Guides/ Schedules	Agency Newsletters	Inserts for COE Newsletters	Announcements and Flyers	Student Lessons or Worksheets	Curriculum Integration Guides	Series Teachers Guides	Monthly Viewer Guide	ITV Representative Handbook	Catalog of ITV	Other, Miscellaneous	Publications Budget
NITAC*	5,409	2,450	31,291	10,000	14,459	3,200	2,040		5,115	5,115		5,000
KQED-ITV	87,000	66,000		15,000		2,000						112,500
EMC-ITV	8,000		120,000	26,000	800	1,400	5,300				7,400	38,940
RETAC	35,000	19,300	350	18,040	50	3,150	580				12,500	96,058
KLCS	32,000	28,000		4,500	1,700	4,000	725	100,000			1,300	56,973
TOC/KOCE	7,500	9,000		2,500	400	500	1,100		180			25,950
San Diego	5,000			8,814	19,641	1,200	1,775				700	22,314

* Only Representatives Handbook changed to NITAC; other publications provided by IMCs

The responsibility for publishing and distributing print materials in the NITAC region is left to the IMCs in each of the 11 participating counties (although, as previously noted, five counties contract with KQED-ITV for complete services, including publications). KQED-ITV and RETAC made the heaviest investments in print materials, the former striving to provide program schedule and newsletters for every teacher in the region through the county IMCs.

d. Support for CDE Priorities

The requirement that ITV agencies adapt the general ideas expressed in the final report of the *California Education Summit: Meeting the Challenge, the Schools Respond* to the specific realities of their operations (California Department of Education, 1990) was addressed in rather different ways by each of the regional agencies. The table below summarizes the self-assessment report data for each of the regional agencies:

Ratings of ITV Agencies on Extent to Which Each Has Addressed the Summit Recommendations in 1990-91 and Anticipated for 1991-92

☐ =Not Applicable
○ =Slightly Addressed
● =Moderately Addressed
● =Significantly Addressed

	Increasing Accountability and Improving Assessment		Enhancing the Curriculum		Improving High School Transitions		Improving Adult Literacy		Organizing Effective Services for Children, Youth & Families At Risk		Restructuring to Improve Student Performance		Improving Teacher Preparation and Recruitment	
ITV Agency	1990 -91	1991 -92	1990 -91	1991 -92	1990 -91	1991 -92	1990 -91	1991 -92	1990 -91	1991 -92	1990 -91	1991 -92	1990 -91	1991 -92
NITAC	●	○	●	●	○	○	○	○	○	●	○	○	○	○
KQED-ITV	●	●	●	●	●	●	●	●	●	●	○	○	●	●
EMC-ITV	●	●	●	●					●	●	●	●		
RETAC	●	●	●	●	●	●					●	●	●	●
KLCS	○	●	●	●	○	●	●	●	●	●	○	●	●	●
TOC/KOCE	○	○	●	●	○	●	●	●	○	●	●	●	○	●
San Diego	●	●	●	●				○		○		○		○

Three agencies, KQED-ITV, KLCS, and TOC/KOCE reported making some effort to support all seven of the Summit recommendations. The others considered one or more of the Summit ideas to be beyond the scope of ITV agency capabilities and did not make formal plans to address the issues involved.

All of the agencies report that major emphasis is being given to the Summit recommendations about enhancement of the curriculum.

3. Collaboration With Other Agencies

All of the regional ITV agencies reported on efforts to collaborate with other state-supported programs in promoting various state-supported programs of educational reform and curriculum improvement.

Ratings of ITV Agencies on Extent of Collaboration with Other Education Agencies for 1990-91

☐ =None
○ =Minimum
● =Moderate
● =Extensive

ITV Agency	CDE Education Tech. Office	COE Media Dept. Staff	Subject Matter Projects	CIVC & Other ITV Agencies	Local PBS Station(s)	Local Cable System Operators	California Tech. Project (CTP)	CTP Regional Consortia	SB 1882 Staff Develop. Consortia	Educ. Telecomm. Network (ETN)	Professional Associations	Other
NITAC	●	●	○	●	○	○	○	○		○	●	
KQED-ITV	●	●	●	●	●	●	●	●			●	●
EMC-ITV	●	●	●	●	●	●	●	●			●	●
RETAC	●	●	●	●	○	●	●	●	○	○	●	
KLCS	●	○	●	●	●	●	●	●		●	●	●
TOC/KOCE	●	●	●	●	●	●	●	●	●	○	●	●
San Diego	●	●	●	●	○	●	○	●			●	

The agency to which all of the ITV agencies reported giving "extensive" support to was CIVC, the umbrella group of the instructional video network. CDE staff, the California Subject Matter Projects, and the CTP regional consortia were also cited as close collaborators. Since all counties in the state do not participate in the Educational Telecommunications Network (ETN) there were mixed reports of cooperation.

The weakest area of collaboration, reported by almost all of the agencies, was with the regional consortia of the SB 1882 Staff Development program.

IV. Funding Resources and Constraints

1. Revenue and Expenditures

a. Revenue

The wide variation in the funding available to support each of the regional ITV agencies is quite evident in the following table. The three primary sources of financial support are the CDE grant funding, host agency contributions and membership fees.

Revenue Sources and Amounts, 1990-91

ITV Agency	State AB 1470 ITV Grant	Membership Fees	Direct Fiscal Agency/Host Contribution	Sale of Publications	Sale of Videotape Cassettes	Video Duplication Services	Satellite Services	Workshop Fees	Other	Total Revenue	Percent from CDE
NITAC*	46,747	103,315							659	149,813	31.0
KQED-ITV**	658,757	31,993	535,699	48,646			3,832	3,620	1,000	1,283,547	51.3
EMC-ITV	89,612	101,000	220,817	6,000					500	419,133	21.4
RETAC	595,582	544,340		7,208	11,833	1,000	7,318			1,166,281	51.1
KLCS***	243,898		1,866,331	20,991	38,827				532,972	2,703,019	34.7
TOC/KOCE	110,671	80,642	412,410	200	995					603,923	18.3
San Diego	163,524		198,172		23,000					384,696	42.5
TOTAL	1,908,791	861,290	3,643,876	99,732	64,187	1,000	11,150	3,620	523,907	7,109,112	37.4

* Except for AB 1470 grant, data are for 1989-90; membership fees are charged to eleven county offices of education in service region.

** Includes membership fees for private schools and five counties in NITAC region; direct host contribution includes $514,366 in broadcast services by KQED-TV.

*** Includes grant from CPB of $488,293 (in "other"revenue) for ITV program productions. Percent from CDE excludes an estimated $2 million in station operating and ITV production costs.

All, except for NITAC and RETAC, rely heavily on host agency support. As discussed earlier, three of the agencies also rely on membership fees. The two largest agencies, KQED-ITV and RETAC, are highly dependent on state funding, 51.3% and 51.1% respectively.

Support Factors. In 1988-89 the annual grants made by the CDE to support instructional television services to the regional ITV agencies totaled $1,795,358. This represented 42.8% of the total of $4,190,339 budgeted by the seven agencies. The consensus of ITV agency staff members was that the state ITV agency grants served to stimulate the additional support they needed to operate. It was reported that the state funds provided the margin needed for staff development and other services that enable teachers to effectively use and integrate ITV into curriculum and instruction (Cradler & Eckenrod, 1990).

As reported in the preceding table, however, the share of the combined budgets of the seven ITV agencies that was provided by the CDE grants in 1990-91 was 37.4%. The net reduction of 5.4% in the state's share of support for ITV has come during a two-year period of rising costs and reductions in the resources available to the schools. The severe financial difficulties felt by most educational agencies in the state will certainly constrain arguments to increase the state's share in the resources allocated to the regional ITV agency system.

Adequacy of Resources. Two main factors affect the capabilities of the seven regional ITV agencies to deliver ITV services equitably: these are (a) the balance of resources provided by the CDE in comparison with local agencies and (b) the diversity of the geographic areas served. The CDE promotes equity in the delivery of ITV services by providing ITV agency grants of 40 cents per ADA and by state-wide licensing of ITV series.

The state has no means, though, to compensate for the difficulties imposed by geographic variation and differences in the value given to ITV by different local education agencies. Variation in the quantity and quality of services provided by each of the agencies stems primarily from differences among the agencies in these two factors.

In 1988-89, the percentage of state funding of the total budget for each of the seven agencies ranged from a low of 20.4% (Santa Clara EMC-ITV) to a high of 53.6% (RETAC). Two years later there were only slight shifts among the agencies, with TOC/KOCE at the low end of state support (18.3%) and KQED-ITV at the top (51.3%).

The proportions of regional ITV agency funds provided in 1988-89 (in the last year of AB 803 funding) and in 1990-91 (in the second year of the AB 1470 funding) through state ITV regional agency grants are summarized in the table below (California Department of Education, 1988c & 1990):

ITV Agency	1988-89 Budget	Amount of CDE Grant	Percent Budget	1990-91 Budget	Amount of CDE Grant	Percent Budget
NITAC	$ 144,275	$ 44,275	30.7	$ 149,813	$ 46,747	31.0
KQED-ITV	1,298,519	616,846	47.5	1,283,547	658,757	51.3
EMC-ITV	435,566	88,975	20.4	419,133	89,612	21.4
RETAC	1,026,990	550,826	53.6	1,166,281	595,582	51.1
KLCS	499,332	235,724	47.2	703,019	243,898	34.7
TOC/KOCE	445,514	106,424	23.9	603,923	110,671	18.3
San Diego County	340,143	152,288	44.8	384,696	163,524	42.5
Total	$4,190,339	$1,795,358	42.8	$7,109,112	$1,908,791	37.4

The ITV agencies vary significantly in terms of other non-state sources of operating revenues. For example, RETAC receives 47% of its revenue from membership fees and nothing from its host agency while the Santa Clara EMC-ITV receives 24% from membership and 53% from host agency support. There are many reasons for these and other variations in revenue sources, including agency service area and access to and support from broadcast facilities.

b. In-Kind (Leveraged) Support

Several of the ITV agencies were not able to estimate dollar-values for many of the types of in-kind support that they had "leveraged" from other educational agencies and business groups. As a result, it is not possible to provide fiscal data on the state-wide impact of agency efforts to elicit in-kind contributions. The table below, though, does provide a graphic idea of the perceptions of each agency about the level of support received from the various agencies or groups.

Ratings by ITV Agencies of the Levels of In-Kind Support from Other Education Agencies and Business Groups, 1990-91

☐ =None
○ =Less than might be expected
● =What you would expect
● =Beyond expectations

ITV Agency	CDE Educational Tech. Unit	Fiscal Agent or Host Agency	COE Media Dept. Staff	Member Dist. Media Dept. Staff	CIVC and Other ITV Agencies	Local PBS Station(s)	Local Cable System Operators	Calif. Tech. Project (CTP)	CTP Regional Consortia	SB 1882 Staff Develop. Consortia	Educ. Telecomm. Network (ETN)	Business and Industry Partnerships	Other	Volunteer Assistants
NITAC	●	●	●	●	●									
KQED-ITV	●	●	●		●	●	●	●	●	○			●	●
EMC-ITV		●	●	●	●		●							
RETAC	●	○	●	●	●	○		●	●					○
KLCS		●		●	●	●	●	●	●			●	●	●
TOC/KOCE	●	●	●	●	●	●	●	●	●			●		●
San Diego	●	●	●	●	●	○	●							

The highest levels of leveraged support reported, by the majority of the agencies, are from the fiscal or host agencies. The paucity of support from ETN reflects the dependency status of that organization; it requires support by all of the agencies utilizing its capabilities and is not in a position to provide direct or in-kind assistance to other educational groups.

c. Expenditures

When the ITV agency expenditures per pupil, in the table on the following page, are calculated, the effect of the wide variation in the amounts of funding available to support instructional video in the separate regions stands out quite clearly (see data on ITV agency revenue in the table "Revenue Sources and Amounts, 1990-91" above).

The range in the Amount Per Pupil spent by each regional agency, from 77 cents to $2.18, reflects the disparity in the investment that can be made in different parts of the state. The two largest agencies, KQED-ITV and RETAC, are at once the most dependent on state ITV grant funds and have the lowest rates (78 and 77 cents respectively) of per pupil expenditures.

ITV Agency Expenditures for 1990-91

Amount Per Pupil	Total Expenditures	Other Capital Outlay	VCRs	Computers	Other Expenses	Travel	Facilities	Other Services	Video Duplication	Broadcast Services	Consultants	Other Materials/ Supplies	ITV Program Acquisition	Videotape	Printing: Agency Newsletters	Printing: Guides and Schedules	Staff Benefits	Classified/Support/ Technical Staff Salaries	Professional Staff Salaries	ITV Agency
$1.27	148,997					1,601							137,480				2,203	1,855	4,925	NITAC*
.78	1,283,54				219,455	28,841	2,135	41,223		332,379	29,780	6,362	140,061		14,997	75,563	114,541	14,325	263,885	KQED-ITV**
1.88	421,133	3,125			8,500	11,280		400		150,000	1,000	400	27,762	2,800		11,420	27,493	57,493	55,933	EMC-ITV
.77	1,146,8	86,456	352	4,787	60,877	20,325		12,686	148,472	100,523	139,495	52,969	65,000	1,061	8,162	76,410	89,207	126,040	224,715	RETAC
1.15	2,704,1	5100,229			9,909	23,453	211,954	128,576	22,196	161,432		85,445	72,735	24,971	10,583	25,000	350,802	1,087,0	6374,938	KLCS***
2.18	603,923			4,476	247	16,776			8,500	299,250	1,747	1,751	65,026	1,782	9,222	25,885	30,920	50,798	87,543	TOC/KOCE
.88	361,42	80,000				3,000		1,500	14,000	3,000	14,500	6,000	76,674	1,000		18,750	Incl.	83,072	50,000	San Diego

* Data for 1989-90; each CDE IMC provides ITV publications; video duplication costs included in acquisition budget

** Other expenses include $215,371 for indirect costs.

*** Per pupil expenditure excludes an estimated $2 million in station operating and ITV production costs.

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d. Allocation of Agency Staff Time

The ITV agencies reported considerable variation in the total staff size available to provide instructional video support services and how staff time was allocated to various activities.

Estimates of ITV Agency Staff Time in Full-Time Equivalents (FTEs) Allocated to Various Activities in 1990-91

ITV Agency	Planning and Management	Professional Development	Publications Production	Video Production	Marketing Membership	Marketing ITV Services	Video Duplication	Video Circulation	Agency Assessment	AB 1470 Grant Assistance	Total FTE
NITAC	0.19								0.01		0.20
KQED-ITV	2.00	3.15	3.10	0.30		1.10			0.60		8.25
EMC-ITV	0.56	0.42	1.00	0.05	0.50	0.48			0.14		3.15
RETAC	1.30	1.00	0.50	0.85	1.75	2.40	0.35	0.55	0.30		9.60
KLCS	1.30	1.00	0.60	0.05		1.50	0.01	0.01	0.07	0.01	4.50
TOC/KOCE	0.65	0.20	0.55	0.10	0.40	0.65	0.10	0.40	0.10	0.45	3.60
San Diego	0.86	0.30	0.20	1.43		0.40	0.10	0.05	0.04	0.01	3.40

* Video duplication and circulation provided by Duplication Center at Butte COE

RETAC and KQED-ITV, the two largest ITV agencies are, as noted above, the most dependent on state instructional television funding and provide the lowest levels of per pupil expenditures. They also support the largest agency staffs in trying to cope with the large numbers of students in their regions. But the greatest disparity in having adequate staff to provide ITV support services is evident in the case of NITAC where staff limitations preclude any attention to all but the bare minimum of agency administrative functions.

e. Factors Facilitating or Impeding ITV Agency Service Delivery

The variation in the perceptions of each of the ITV agencies about the effects of various factors on the ability of the agency to deliver effective instructional video services generally reflect the conditions -- geographic, demographic, organizational, financial, and so forth -- that are specific to each agency.

Overall, the agencies generally agree that their interaction with and support from the CDE, support from their host agencies, interaction with media centers and the distribution of videotapes are the major facilitating factors in service delivery.

The most serious impediments identified were changes in demographics of population in service area, the lack of available television equipment in the schools, and the need for a broader range of ITV delivery systems, such as cable, satellite receivers, and so forth.

The agencies serving the southern half of the state report that the shifting demographics was a moderate impediment. This may be a combination of rapidly growing school districts and the resulting demand for diverse teaching strategies to meet student needs.

V. Outcomes

Attainment of Program Objectives. The organizational and operational differences among the regional ITV agencies reflect the variation in geographic area, access to resources, demand for services, and types of services needed in the diverse regions. KLCS serves the schools in only one district, albeit the largest in the state. In contrast, the Santa Clara County EMC-ITV agency, although closely identified with public television station KTEH, is a branch of the County Office of Education and is responsible to its governing board for serving the needs of students in the county. The agency serving the northern most region of the state, NITAC does not have access to any broadcast facilities. For this reason, NITAC concentrates its resources on providing information about instructional video, brokering staff development services through other agencies, such as county offices of education, and expends 92.2% of its budget on licensing and distribution of instructional video series.

1. Marketing Effort and Impact

As with the data on in-kind support discussed on page 53 above, several of the regional ITV agencies were not able to estimate dollar values for the agency staff activities associated with marketing ITV services. All but one were able, however, to estimate the levels effort and impact of ITV marketing activities.

Estimates of ITV Agencies of the Levels of Effort (E) and Levels of Impact (I) of Various Types of Marketing Activities During 1990-91

☐ =None or NA
○ =Low
● =Moderate
● =High

ITV Agency	Publication of ITV Agency Guides/Schedule		Publication of Newsletters		Announcements, Brochures, Flyers		Publication of Articles I Journals/Magazines		Public Service Announcements on PBS		Exhibit Booths at Conferences		Making Presentations at Conferences		Supporting or Facilitating ITV User Groups		Providing Awards for Exemplary ITV Users		Public Relations Efforts with Policy Makers		Other	
	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I
NITAC*	●	●	○	○																		
KQED-ITV	●	●	●	●	●	●	○	○	●	●	●	●	●	●	●	●	●	●	○	○		
EMC-ITV	●	●	○	●	●	●			○	●	●	○	●	●	●	●			●	○		
RETAC	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	●	●	●		
KLCS	●	●	●	●	●	●	○	○	●	●	○	●	●	●	●	●	●	●	●	●	●	●
TOC/KOCE	●	●	●	●	●	●			●	○	●	●	●	●	●	●			●	●		
San Diego	●	●			●	●									●	●			●	●		

* Conducted by COE IMCs

Given the decentralized nature of ITV operations in its service area, the NITAC staff did not try to complete this assessment item on behalf of the 11 county offices of education that provide instructional video services in the northern part of the state. Estimates by the other six agencies of the levels of effort given to marketing activities and of the perceived impact of each are illustrated in the graphic above. All of the agencies regard the ITV guides or schedules as the single most effective marketing tool. Supporting ITV user groups was the next most successful and publishing articles in educational journals was considered least effective.

2. Teacher ITV Use

The means used to collect data for the estimates of the levels of use of ITV programming by teachers in each of the ITV agency service areas vary so much that any effort to aggregate the data may not be valid or reliable. Some of the agencies cite fairly precise survey data, albeit with low levels of survey returns, and others rely on the professional judgments of media center staff personnel. Thus the estimates of teacher ITV use indicated in the table below should be considered as rough estimates rather than hard statistical data.

Estimates of ITV Agencies of the Percentages of Elementary, Middle and High School Teachers Who Use Instruction Video at Various Levels for 1990-91

	Level of Use				
ITV Agency/Gr. Level	Never	Rarely (1-2 times/month)	Occasionally (1-2 times/week)	Often (3-4 times/week)	Very Often (almost every day)
NITAC					
Elementary	24	3	12	60	1
Middle	38	1	20	40	1
High	44	5	20	30	1
KQED-ITV					
Elementary	Not Provided	Not Provided	Not Provided	Not Provided	Not Provided
Middle	"	"	"	"	"
High	"	"	"	"	"
EMC-ITV					
Elementary	40	–	60	–	–
Middle	55	–	45	–	–
High	65	–	35	–	–
RETAC					
Elementary	10	10	50	20	10
Middle	20	15	45	15	5
High	30	20	35	10	5
KLCS					
Elementary	15	–	85	–	–
Middle	60	–	40	–	–
High	Not Provided				
TOC/KOCE					
Elementary	35	15	35	10	5
Middle	35	15	25	15	10
High	50	25	15	10	–
San Diego					
Elementary	48	26	16	5	5
Middle	39	31	24	4	2
High	42	41	13	3	1

More reliable data on teacher use of instructional video will be available when the findings of the CPB *Study of the School Uses of Television and Video* are published.

3. Support for Curriculum Framework Alignment

The agencies agree generally that overall there is relatively little good ITV available to support instruction in the curriculum areas at various grade levels and only three considered the number of ITV programs to support alignment with the English-language arts curriculum adequate.

Ratings of ITV Agencies on Extent to Which Effective ITV Series Are Currently Available to Help Schools Align Instruction with the California Curriculum Frameworks in 1990-91

☐ =Little or none
○ =A few programs
● =Adequate number
● =Abundance
√ =Additional programs are needed

ITV Agency/ Grade Level	English-Language Arts		History-Social Science		Science		Mathematics		Foreign Language		Visual and Performing Art		Health		Critical Thinking Skills		Human Relations		English as a Second Language		Career Education	
NITAC																						
K-2	○	√	○	√	○	√	○	√		√	○	√		√		√		√				
3-5	●	√	●	√	●	√	○	√		√	●	√	○	√		√	○	√				
6-8	●	√	●	√	●	√	○	√		√	●	√	○	√		√	○	√				
9-12	●	√	●	√	●	√	○	√	○	√	●	√	○	√		√		√				
KQED-ITV																						
K-2	●		○	√	○			√				√	○					√				
3-5	○		○		●		●				○		○				○					
6-8	○	√	○		●	√	○				○		○				○	√				
9-12	○		●		●			√	○	√	○		○									
EMC-ITV																						
K-2	●	√	●		●			√	○		○	√	○	√		√	○	√				
3-5	●		●		●		○				○	√	○	√	○		○	√				
6-8	○		●		●												○					
9-12	○	√	●	√	●			√	○				○				○					
RETAC																						
K-2		√	○	√	○	√		√		√	○	√	○			√	○					
3-5	●		●		●		●			√	○		○	√	○	√		√				
6-8	○	√	●	√	○	√	○	√		√	○	√		√	○	√		√				
9-12	○	√	○	√	●	√	○	√		√	○	√	○	√	○	√		√				
KLCS																						
K-2	●	√		√		√					●		○			√		√		√		
3-5	●	√	○		○		○				●		○			√		√		√		
6-8	○		●		○		●				●			√	○			√		√		
9-12	○		●		●		●		●		○	√		√	○		○			√		
TOC/KOCE																						
K-2	○			√	○	√	○	√		√	○	√	○	√		√						
3-5	●		●		●	√	●	√		√	●		○	√	○	√					○	√
6-8	●		●		●	√	●			√	●		○	√	○	√					○	√
9-12	●		●		●	√	●		○	√	○	√	●	√		√					○	√
San Diego																						
K-2	○	√		√		√		√		√	○	√		√		√		√				
3-5	●	√		√	○	√		√		√	○	√		√		√		√				
6-8	●	√		√	○	√	○	√		√		√		√		√		√				
9-12	○	√	○	√	●	√		√		√		√		√		√		√				

4. Effectiveness of ITV Programs

ITV Agency Rankings of Instructional Video Series and/or Programs Considered to Have the Greatest Educational Value and Impact on Students in Major Subject Matter Areas.

Source Key
A = State License, B = Agency License, C = Local Production

Rankings
ITV agencies listed the five most effective programs in rank order from one to five. Each programs rank is given for each agency that listed it.

English-Language Arts	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
Bookbird			5						√	
Books From Cover to Cover		5	2		2	3		√		
Fins, Feathers, and Fur					5	2		√		
Frog and Toad are Friends	3								√	
The Gentle Giant			4						√	
More Books Fm Cover to Cover	2			3		1	1	√		
Reading Rainbow	1	1	1		1				√	
Readit				5				√		
Shakespeare from Page to Stage		3							√	
The Short Story					4		5		√	
Short Story Collection		4							√	
Simply Poetry				4					√	
Storybound						5	2		√	
Teletales	5		3			4		√		
You Can Write Anything	4	2		2			4	√		
Wordsmith					3					√
Writer's Realm				1			3	√		

History-Social Science	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
America Past		2	5	3	2	3			√	
Arab and Jew						5			√	
Assignment: The World			1						√	
California History			2					√		
Castle	2	4	4	1					√	
Cathedral	3	4		2					√	
Finding Our Way					5				√	
Global Geography				5	3		4	√		
Map Skills for Beginner	5								√	
Newscast From the Past	1	1			1	1	1	√		
Physical Geog. of N. America	4								√	
Second Voyage of the Mimi		5						√		
The Story of Orange County						4	5		√	
The U. S. Constitution		3	3		4			√		
What's In the News						2	3		√	
You, Me and Technology				4					√	

Note: San Diego County reported that *CNN Newsroom* was second most-used series.

Science	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
Animal Families			2			5		√		
Animals and Such			4						√	
Concepts in Science				4	4		4	√		
Eureka				2					√	
Four Seasons Series	4								√	
Icewalk						1			√	
Inside Story w/ Slim Goodbody		4		3			5		√	
Interactions		5							√	
Newton's Apple					3			√		
Not Another Science Show							2		√	
Second Voyage of the Mimi	2			1	1	2	3	√		
Simple Machines			3						√	
Take a Look	5	2		5		4	1	√		
Tell Me What You See			5						√	
3-2-1 Contact		3			2				√	
Up Close and Natural	3		1						√	
Voyage of the Mimi	1	1			1	3		√		
Zoo, Zoo, Zoo					5				√	

Mathematics	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
Concepts in Math: Vectors			4	5					√	
Donald in Mathmagic Land	1								√	
Futures						1		√		
It Figures		3	1	3			5	√		
Landscape of Geometry	2	4	5	1		2	2	√		
Mathways		5							√	
Math Patrol						5			√	
Math Works	3	1	2	2	1	3	1	√		
Math With Manipulatives	4								√	
Power of Algebra							3		√	
Solve It	5	2	3	4	2	4	4	√		
Square One TV					3				√	
Video Algebra					4					√
Video Math					5					√

Study Skills	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
GED on TV						1		√		
Homework Hotline: English					3					√
Homework Hotline: Math					2					√
Study Skills	2								√	
Thinkabout	1		1		1			√		
Writer's Realm	3								√	
Writing Series (San Diego COE)	4								√	

Visual and Performing Arts	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
History: Century of Mod. Art	3	4		1					√	
Art Chest					5		1		√	
Art Maker					2	2			√	
Arts Alive	1	5	4	2		3	2	√		
Arts Express				3					√	
The Big A	2	1							√	
Discovering the Orchestra	5								√	
Drama Reference		3							√	
Draw Along	4		1			1			√	
Draw Man				4	1				√	
Musical Encounter					3					√
Reading Rainbow		2							√	
Shakespeare from Page to Stage						4			√	
Shakespeare on Stage			3			5			√	
Song Bag			2	5	4				√	

Foreign Languages	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
Alles Gütte	2	1				2			√	
Amigos			1			1			√	
Germany Live						3		√		
France TV						4			√	
Guten Tag, Wie Geht's					5	5			√	
Hablamos Español					1				√	
Learning English					2					√
Saludos	1				3				√	
Téléfrancais	3	2							√	
Today in France					4					

Human Relations	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
Arab and Jew		4							√	
Beginning Responsibility Series	1								√	
Free To Be You and Me	4								√	
Human Community						1			√	
Inside / Out	2				1			√		
Kids of DeGrassi Street		1			3				√	
Living with Parents	5								√	
New Americans						2			√	
On the Level	3	2			2	5	1	√		
Out and About						4			√	
Reading Rainbow		3							√	
Self Incorporated					5				√	
Somebody Else's Place					4				√	
Truly Americans						3			√	

Critical Thinking	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
Challenge of the Unknown					2				√	
Decisions! Decisions!	4								√	
Decision Making	3								√	
GED on TV							3	√		
In Other Words					4	1		√		
Inside / Out							2	√		
Math Works		4		5				√		
Preparation for 20th Century	5								√	
Second Voyage of the Mimi		2		3				√		
Solve It		3			3			√		
Solutions Unlimited						3		√		
Stand and Deliver	2								√	
Thinkabout	1		1	1	1	2	1	√		
3-2-1 Contact		5							√	
Voyage of the Mimi		1							√	
You Can Write Anything				4				√		
You, Me and Technology				2					√	

Health and Drug Education	ITV Agency Rankings							Source		
	NITAC	KQED	EMC	RETAC	KLCS	TOC	San Diego	A	B	C
AIDS: What Everyone Knows	4								√	
All About You			1		1	3			√	
Dr. Cooper & Friends			5						√	
Downfall: Sports and Drugs		4							√	
Drug Abuse Prevention					3				√	
Drug Avengers			3						√	
Eat Well, Be Well			2		4		3		√	
Fast Forward Future				2					√	
Human Body Series	5								√	
Inside Story w/ Slim Goodbody	2	3		1		1			√	
Inside / Out							2	√		
Kids of DeGrassi Street		2							√	
On the Level				4		4		√		
Power of Choice	3								√	
Private Victories		5							√	
Straight at Ya'			4	3					√	
Self Incorporated						5			√	
Way To Go					5					√
Well, Well, Well	1			5	2	2	1	√		
Your Choice, Our Chance		1					4	√		

Interest-Attitude	**ITV Agency Rankings**							**Source**		
	NITAC	**KQED**	**EMC**	**RETAC**	**KLCS**	**TOC**	**San Diego**	**A**	**B**	**C**
Beginning Responsibility Series	1								√	
Bread and Butterflies					2				√	
Career Planning					3				√	
Futures						1			√	
Inside / Out	2							√		
Math Works		4							√	
Most Important Person Series	4								√	
Power of Choice	3								√	
Reading Rainbow		1							√	
Square One TV		2							√	
Sooper Pup; Self Esteem	5								√	
3-2-1 Contact		3							√	
Skills					1				√	
Solve It		5						√		

Physical Education	**ITV Agency Rankings**							**Source**		
	NITAC	**KQED**	**EMC**	**RETAC**	**KLCS**	**TOC**	**San Diego**	**A**	**B**	**C**
Fitness and Me	2								√	
Fitness for Living	4								√	
Fit To Be You	1								√	
Fun To Be Fit	3								√	
Leaps and Bounds				1					√	
Roommates	5								√	

Vocational & Career Education	**ITV Agency Rankings**							**Source**		
	NITAC	**KQED**	**EMC**	**RETAC**	**KLCS**	**TOC**	**San Diego**	**A**	**B**	**C**
Bread & Butterflies			1					√		
GED on TV		4						√		
Good Work		1							√	
Keys to the Office		3							√	
Skills		2							√	
Spaces		5							√	

The tables above indicate that there is both state-wide consensus and regional variation in the ratings of instructional video series by the ITV agencies. Some of the series, such as *Reading Rainbow* and *More Books from Cover to Cover* in English-language arts enjoy high levels of recognition by several agencies. Others, such as the history-social science series *Assignment: The World* are rated highly by only one regional agency.

However, a high rating by only one agency should not be misinterpreted to imply that the series does not have general applicability or merit. Rather, that in the context of curriculum resources, some areas of the state may have an abundance of resources while another region may not.

5. Impact of ITV Services

The regional ITV agencies were quite consistent in making judgements about the effectiveness and need for additional instructional video services. The table below summarizes the data from the self-assessment reports on agency perceptions of (a) the levels of effectiveness of various ITV support services provided the schools in each service area and (b) the need to increase the resources allocated to each of the services.

ITV Agency Ratings of Perceived Effectiveness and Need for Additional ITV Services, 1990-91

(E) Level of Effectiveness
☐ =Not Sure/NA
○ =Somewhat
● =Moderate
● =High

(N) Need for Increased Service
☐ =None
○ =Slight
● =Moderate
● =High

	Basic ITV Utilization Workshops		Curriculum Framework Alignment Workshops		AB 1470 Proposal Writing Workshops		AB 1470 Evaluation Workshops		Other AB 1470 Project Assistance		Program Guides /Schedules		Agency Newsletters		Other Publications (flyers, lessons, etc.)		Individual Assistance		Technical Support		Telephone Assistance		Other	
ITV Agency	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N
NITAC	○	●	●	●		●		●			●	○	○	●	○	●	●	○	○	●	●	○		
KQED-ITV	●	○	●	●					●	●	●	●	●	●	●	●	●	●		●	●	●		
EMC-ITV	●	●	●	●							●	●	○	●	●	●	●	●	●	●	●	●	●	●
RETAC	●	●	●	●	●				●	●	●	○	●	○	●	●	●	●	○	●	●	●		
KLCS	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
TOC/KOCE	●	●	●	●	●	●			●	●	●		○	○	●	●	●	●	●	●	●	●		
San Diego	●	●	●	●							●	●			●	●	●	●	○	●	●	●		

The publication and distribution of ITV program guides/schedules and interaction with teachers through personal telephone contacts were regarded by all of the agencies as the most effective services that they provided.

6. Summary of Major Agency Profile Characteristics

Each of the seven agencies is unique in terms of demographics, geographic area served, revenue sources, assessment data, staffing, governance, and the types of services offered. Therefore, it is difficult to make many direct comparisons among the agencies.

The table on the following page summarizes the major types of service provided, publications, funding sources, and needs reported for each of the agencies:

ITV AGENCY PROFILE

● Primary Emphasis/ Importance
◍ Secondary Emphasis/Importance
○ Minor Emphasis/ Importance
☐ None/Not Relevant or Important

		NITAC	KQED	EMC-ITV.	RETAC	KLCS	TOC/KOCE	SAN DIEGO
ITV SERVICES	PBS Broadcasting		●	●	◍	●	●	
	Cable Broadcasting	○	●	○	●	●	◍	◍
	ITFS (Fixed Services) Broadcasting		○	◍	●		○	●
	Satellite Receiving Recording	○	◍	◍	●	◍	◍	◍
	Videocassette Copies for Distribution	●	◍	◍	●	○	◍	●
	State Licensed ITV Series	●	●	●	●	●	●	●
	Curriculum Integration Training	○	●	●	●	●	◍	○
	ITV Utilization Training	◍	●	●	●	●	◍	○
PUBLICATIONS	Program Guides	●	●	●	●	●	●	●
	Newsletters	◍	●	●	●	●	●	○
	Teacher Guides to Support ITV	◍	●	●	●	●	●	●
	Technology in the Curriculum Materials	○	●	◍	◍	◍	◍	◍
FUNDING	State Funding (AB 1470)	●	●	◍	●	◍	◍	●
	Host Agency Contributions	○	●	●		●	●	●
	Membership Fees	●		◍	●		◍	
	Sale of Materials	○	○	○	○	○	○	◍
NEEDS	Additional Funding	●	●	●	◍	◍	●	◍
	Support for Research	○	●	○	○	○	◍	○
	Additional Training Staff	●	●	●	◍	◍	●	●
	Additional Broadcast Equipment/Facilities	○	◍	◍	◍	○	○	○

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Media Directors Assessment of ITV and Media Services

Survey Methodology

The CETAP questionnaire, *County and District Media Directors Assessment of ITV & Media Services*, was sent to the directors of the instructional media departments or centers (IMCs) in each of California's 58 county offices of education and of the 20 largest school districts. The survey instrument advised media directors that the results of the study would "provide important information about ways to increase coordination among county offices of education (COEs), the ITV agencies, and other regional service agencies."

One of the major tasks added to the scope of work described in original FWL proposal for the CETAP study of the ITV agencies was to survey IMC directors in different geographic areas to assess, on a state-wide basis, perceptions about the value of the ITV services provided by each of the seven regional agencies. The objective was to compare the judgments of practitioners about the quantity and quality of ITV services among the regional agencies.

Of the 78 assessment instruments were returned, however, this is an overall return rate of 47%. These included eight from district media coordinators (40%) and 29 from county office media directors (50%). The moderate rate of return as was discovered in follow-up interviews with ITV Agency does not necessarily indicate a lack of interest in responding to the survey.

The limited number of respondents in each category of media directors is likely representative of the staffing limitations presently in effect among local education agencies around the state. The director of RETAC, for example, in responding to the CETAP inquiry about why only five surveys were returned from the large RETAC service area, which has eight counties and several of the largest school districts in the state, reported that there were only seven full-time media directors assigned in all of the LEAs in the region.

In addition, the rates of return of surveys from each of the ITV regions were quite skewed; 23 of the 37 (62.2%) received were from LEAs in the KQED-ITV region and no questionnaires were returned from LEAs in the TOC/KOCE region. Consequently, because of the uneven regional rates of response, it was not possible to make comparisons among the seven ITV agencies. The conclusions that follow assume that the 37 respondents are reasonably representative of the population of IMC directors in the state.

Survey Results

ITV Agency Membership Fees. The second and third questions in the CETAP survey explored ITV membership fees. Three of the regional ITV agencies charge participating LEAs, usually local school districts, fees based upon student enrollments, average daily attendance (ADA) for ITV support services. The Santa Clara EMC-ITV charges 88 cents per student in elementary and unified school districts. RETAC has a sliding scale of charges ranging from 45 to 65 cents ADA, and the TOC/KOCE agency charges Full Membership districts an ADA fee of 90 cents.

NITAC is a consortium of 11 northern county offices of education, each of which pays $10,000 per year for partial ITV agency services. While KQED-ITV does not charge public school districts, it does charge private schools for services. The agency transfers 12.5% (five cents of the state grant of $0.40) to its partner stations KVIE-TV Sacramento and KVPT-TV Fresno for sharing in broadcast services. In addition, KQED-ITV contracts with five counties in the NITAC region to provide full ITV services to districts that agree to pay for them out of local general funds.

2. Does the ITV agency charge fees for ITV services to the COE?

	Number	Percent
Yes	8	23.5
No	26	76.5

If yes, how much is charged?

Only five of the eight "yes" answers provided county office fee amounts: the Santa Barbara COE reported that it is charged 40 cents ADA by RETAC, Butte indicated the payment of $10,000 to NITAC, Tulare reported payment of 5 cents ADA to KVPT (the Fresno KQED-ITV partner), Calaveras stated that it pays $175 to KVIE-TV (the Sacramento KQED-ITV partner), and Lassen reported payment of $10,000 to NITAC.

3. Does the ITV agency charge fees for ITV services to school districts?

	Number	Percent
Yes	8	22.9
No	27	77.1

If yes, how much is charged?

Six of the eight "yes" responses gave figures for district ITV fees: the San Jose USD reported payment of $1.00 ADA to Santa Clara EMC, Cupertino USD reported charges of 66 cents ADA by Santa Clara EMC, the Bakersfield City School District pays fees for video duplication to KQED, and the San Bernardino City Schools, Alhambra School District, and Riverside USD indicated payment of 65 cents ADA to RETAC.

ITV Agency Advisory/Executive Councils

Questions four and five assessed the level of LEA participation in the regional ITV agency advisory or executive councils.

4. Does the ITV agency have a formal advisory/executive council?

	Number	Percent
Yes	35	94.6
No	1	2.7
Don't know	1	2.7

5. If yes, how often does your media center participate in the council?

Rating average (Scale of 1 to 5; 1 = Not at all and 5 = Regularly) 4.4
Two thirds of the LEAs selected "regularly" and only one selected "not at all."

6. How much input does your media center provide in planning and implementing ITV services offered by the ITV agency in your county?

Rating average (Scale of 1 to 5; 1 = None and 5 = A great deal) 3.9
One third of the LEA respondents selected "a great deal;" none selected "none."

ITV Agency Service Delivery

Survey questions seven through nine requested the LEAs to identify and rate the need and adequacy of the instructional video support services provided by the ITV agency, to describe the major strengths of the agency's service delivery , and to describe any major weaknesses in the delivery of ITV services.

7. Indicate which ITV agency services are provided and rate the need and adequacy of each service: (Rating scales: *Need;* 1= None and 5 = Great. *Quality;* 1 = Poor and 5 = Good)

		Service Provided? Number	**Service Provided? Percent**	**Need for Service (Average)**	**Quality of Service (Average)**
a.	Broadcast on PBS station	26	70.3	3.5	4.4
b.	Broadcast on ITFS system	7	18.9	2.2	4.7
c.	Delivery on cable	23	62.2	3.8	4.1
d.	Master tapes provided for copying	26	70.3	4.2	4.3
e.	Video cassettes loaned from COE	31	83.8	4.2	4.7
f.	Video cassettes purchased from COE	21	56.8	3.2	4.4
g.	Video cassettes loaned from district	8	21.6	2.3	4.0
h.	Video cassettes purchased from district	3	8.1	1.8	4.0
i.	Via satellite (NISS) downlink	22	59.5	3.7	4.0
j.	Broadcast schedules/catalogs	34	91.9	4.5	4.6
k.	Newsletters	33	89.2	4.0	4.3
l.	Teacher guides	33	89.2	4.5	4.3
m.	ITV utilization workshop	33	89.2	3.9	4.0
n.	AB 1470 project planning	24	64.9	3.7	3.8
o.	Previewing new ITV programming	33	89.2	4.6	4.3
p.	ITV series licensing/acquisition	35	94.6	4.5	4.2
q.	Distance learning (access & information)	19	51.4	3.7	3.6
r.	Other	2	N/A	5.0	5.0

The two "other" services specified were technical consulting provided by RETAC and video production assistance from KLCS; both were regarded as highly needed and well provided.

The "open-ended" responses provided by the IMC directors to question eight could be grouped in seven categories, as follows:

8. Describe major strengths of the ITV agency's service delivery:

	Number	**Percent**
Communication between educators and agency	13	35.1
Quality of programming	10	27.0
Video tape distribution	9	25.7
Cost-effectiveness	5	13.5
Teacher feedback process for program evaluation	4	10.8
Responsiveness to needs of users	2	5.4
Professionalism of staff	1	2.7

The "open-ended" responses provided by the media center directors to question nine were grouped in eight categories, as follows:

9. Describe the major problems or weaknesses of the ITV agency's service delivery:

	Number	Percent
Process of selecting programs	6	16.2
Limited staff/funding	6	16.2
Programming schedule	6	16.2
Duplication of COE services	5	13.5
Services too expensive	1	2.7
Not enough VCRs	1	2.7
Competition for funding between computers and ITV	1	2.7
Bad TV reception	1	2.7

Cooperation with LEAs in ITV Service Delivery

Questions 10 through 12 requested the IMC directors to report the proportions of instructional video support services that were provided by the ITV agency and/or by the county or district media centers and to rate the need-for and quality-of services provided.

10. What proportion of staff development and other services related to the use of instructional video are provided directly to schools by the ITV agency staff instead of the COE or district media center staff?

		Average
a.	ITV Agency (Rating scale of 1 to 5; 1 = None and 5 = All)	2.8
b.	Media Center (Rating scale of 1 to 5; 1 = None and 5 = All)	3.1

11. Indicate which media services are provided by the COE to districts or by the district to schools and rate the levels of use and value of each services: (Rating scales: *Level of Use;* 1= None and 5 = Great. *Value;* 1 = Poor and 5 = Good)

		Service Provided?		Level of Use of Service	Value of Service
		Number	Percent	(Average)	(Average)
a.	Library/print materials	32	86.5	4.1	4.4
b.	Film circulation	34	91.9	4.2	4.5
c.	Stand-alone title video circulation	34	91.9	4.7	4.8
d.	ITV series video circulation	34	91.9	4.3	4.5
e.	State-licensed video series	33	89.2	4.3	4.4
f.	Videos recorded from satellite downlink	29	78.4	3.8	4.1
g.	Interactive teleconferences	32	86.5	3.8	4.1
h.	Non-interactive teleconferences	28	75.7	3.7	4.0
i.	Distance learning demonstration center	10	27.0	3.4	4.1
j.	Multimedia telecommunications	14	37.8	4.0	3.8
k.	Computer demonstration center	20	54.1	4.0	3.9
l.	Multimedia demonstration center	17	45.9	4.3	3.9
m.	Computer software collection	25	67.6	3.7	3.7
n.	Other	10	N/A	4.8	4.4

The open-ended responses to question 12 could be grouped into four categories, as follows:

12. Do you believe that ITV services could be provided more effectively in other ways? If yes, please explain briefly:

	Number	Percent
Local tape distribution more efficient than broadcast	14	37.8
Laser disc distribution more efficient	2	5.4
More broadcast hours needed	2	5.4
Commercially available series better than state series	1	2.7

State Support of Media Services

Question 13 asked the LEA respondents to make a judgment about what should be done with the funds currently awarded through CDE grants to the ITV agencies and question 14 asked for suggestions for restructuring the system of state support for media/technology services.

13. Do you believe that state support of 40 cents per ADA to augment regional ITV services should be...

	Number	Percent
Increased	18	48.6
Decreased	3	8.1
Reallocated	9	24.3
Not changed	7	18.9

14. Considering the needs of teachers and students, the services now provided by ITV agencies, and the services that your center provides, would you like to see the present system of state support for ITV services and other media/technology services changed?

	Number	Percent
Yes	24	64.9
No	10	27.0
Don't know	3	8.1

If yes, how would you restructure the media support system?

Provide more funding to COEs for video services	20	54.1
Broaden scope of services to include other technologies	6	16.2
Provide more equitable access to resources	2	5.4
Change to state-wide ITV agency	2	5.4
Give all ITV funding to COEs	1	2.7
Give more emphasis to blockfeeds	1	2.7
Emphasize tape distribution rather than broadcasts	1	2.7

Broadening the Scope of ITV Agency Activities

Questions 15 and 16 asked the media center directors to make judgments about changing (1) the scope of services provided by the ITV agencies and (2) the means for coordinating the delivery of media services with other state-supported programs.

15. Do you believe that the ITV agencies should broaden the scope of services to include such things as multimedia, teleconferences, distance learning, etc., above what they now provide?

	Number	Percent
Yes	16	43.2
No	16	43.2
Don't know	5	13.5

If yes, suggest additional services that might be appropriate:

Teleconferencing	3	8.1
Distance learning	2	5.4
Laserdiscs	2	5.4
Multimedia	2	5.4
CD-ROM	1	2.7
Expand Video Clearinghouse	1	2.7

16. The ITV agencies, the Regional Consortia of the California Technology Project, the county offices of education, and the SB 1882 Staff Development Consortia all provide regional support service to districts and schools in California.

Indicate your preference:

	Number	Percent
These services are adequate as presently delivered	6	16.7
These services should be better coordinated	15	41.7
Consolidation of some services should be considered	7	19.4
I don't have enough information to respond	8	22.2

If the second or third options was selected, please explain:

The respondents provided a few general statements about the need for better coordination among the sometimes competing agencies and a few expressed their beliefs about particular programs, but there was no general consensus about what should be done to improve the situation. One media director noted that the CTP should be in the hands of K-12 public school agencies rather than the California State University.

17. Provide other comments or suggestions:

The final question provided an opportunity for the respondents to comment on topics not previously addressed. The few comments offered suggested needs for more videotape duplication and distribution, more staff development and more funding to increase the level of services and staffing. One respondent suggested that in rural areas videotapes are preferable to broadcast services.

Summary of Findings From Media Directors Survey

1. The payment of ITV membership fees varies considerably around the state but most of the media center directors were cognizant of their local arrangements with ITV service providers.

2. The respondents indicated that the regional advisory/executive councils meet on a regular basis and that there is a relatively high level of input from the IMC directors.

3. The variety of ITV agency services provided reflects the diversity of needs for ITV services in different parts of the state and of the capabilities of the various agencies in meeting the needs.

4. The low rating given to the *need* for ITFS broadcasting (2.2) reflects the fact that most areas are not served by that form of technology, but the high rating for *quality* (4.7) indicates that the LEA s that do use ITFS are well served by it.

5. There is a preference for distribution of ITV tapes through the county offices of education by districts that do not encourage schools to develop school-site video libraries.

6. The ITV agencies are highly responsive to client needs with high quality services in the areas of greatest need. These services include supporting print materials, training and series licensing/acquisition. Overall, there is a high level of satisfaction with the quality of all services provided as well as a high level of perceived need for services.

7. Over a third of the reporting LEAs (35.1%) regarded the communications between the ITV agencies and educators as a strength of the system. A few respondents identified problems that were specific to their situations or to limitations of the regional ITV agency.

8. The ability of the county and district media offices to provide services associated with various types of educational technology depends mainly on the availability of associated hardware. The newer, emerging systems are found mainly in the larger LEAs that have had more disposable resources to invest in "high tech" equipment, such as that required to operate distance learning demonstration centers, multimedia telecommunications and demonstration centers.

9. The highest level value is placed on those services that can be used in classrooms. These include: the availability and circulation of library/print, film and video materials.

10. Approximately two-thirds of the LEAs would change the current system either by increasing support from the current 40 cents per ADA (49%) or by re-allocating the existing support (24%).

11. Slightly over half (54%) of the sample respondents suggested increasing the funding for video services from COEs.

12. There was no consensus among the media directors about options for broadening the scope of ITV agency services to include emerging educational technologies, such as multimedia, distance learning and teleconferences. The respondents who took either a yes-or-no stand split evenly (43.5%) for each.

13. Almost two-thirds of the LEAs (61%) thought there should be either better coordination or consolidation of the multiple regional services provided to schools. Specific suggestions for change were not offered; this may be due to the complexity of the existing systems.

California Augmentation to the Corporation for Public Broadcasting's *Study of the School Uses of Television and Video*

I. Background. As mentioned at the beginning of this report, the CETAP researchers have made a preliminary analysis of the data from the California Augmentation to the *CPB Study of the School Uses of Television and Video*. This analysis involved a limited set of the CPB survey data provided to the FWL by the Research Triangle Institute (RTI), the contractor for the national research study.

The California Department of Education (CDE) obtained permission from the CPB to augment the national study of school use of television and negotiated a contract with RTI to add questions specific to the California system of regional instructional television (ITV) agencies to the research conducted in the state. A California addendum was included with the questionnaires sent by the RTI to samples of district superintendents, school principals, and classroom teachers throughout the state.

The results of the complete study, involving analysis of data from the extensive questionnaires that have been completed by superintendents, principals, and teachers, will not be available from RTI in time to be included in this CETAP report. Consequently, only the preliminary findings from an analysis of the items in the three CPB questionnaire addenda are summarized here.

The CETAP researchers assume that a substantial majority of school district superintendents would delegate a task such as completing the CPB survey to cognizant district office staff personnel (media center directors, technology coordinators, etc.) and as a result the analysis that follows generally classifies "superintendents' responses" as "district responses."

II. Methodology. This report provides summaries of the responses of the California educators and statements and preliminary conclusions about the results of the California addenda to the national CPB study. The data tables include the frequencies and percentages of responses to each question in each addendum. The responses are broken down for the entire state sample and for three regional subsamples:

1. Districts located in the service area of the RETAC, serving eight counties in Southern California

2. Districts located in the region served by KQED-ITV, providing ITV services to 36 counties in Northern and Central California

3. Districts located in the service areas of the other five regional ITV agencies in the state: (a) NITAC; (b) Santa Clara County EMC-ITV; (c) KLCS-TV; (d) TOC/KOCE; and (e) San Diego County ITV/Media Services

Each of the regional subsamples includes approximately one-third of the students in California's public schools. Student enrollment (based on the California Basic Educational Data System) in 1989 totaled 4,771,978. RETAC served districts with 1,488,955 students (31.2% of the total) and KQED-ITV provided service to districts with 1,646,892 students (34.5%).

The remaining one-third of the student population was distributed among the other five ITV agencies as follows: NITAC, 116,867; Santa Clara EMC-ITV, 224,031; KLCS-TV, 609,746; TOC/KOCE, 276,677; and San Diego County ITV/Media Services, 408,810. The contractor for the CPB study, RTI, decided that the limitations of the sampling procedures for the study would not permit valid comparisons among the smaller regions so they were grouped together in the "other" category for the purposes of the California augmentation study. The sample sizes, return rates, and regional distribution of the three groups are summarized in the following table:

CPB Sample	Number Sent	Ret'd	Percent Ret'd	RETAC	KQED	Other Agency	No Data on Agency
District Supt's	166	138	83.1	54	49	33	2
Principals	497	419	84.3	103	149	134	33
Teachers	1042	632	61.6	150	229	242	11

District Superintendents. The FWL researchers analyzed responses to the four CDE questions on the Superintendent's Questionnaire Addendum for California that were received in the 138 returned surveys.

Question 35: To what extent is instructional television included as a part of your district planning? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Not included	12	9.8	5	10.4	4	9.8	2	6.5
2. Limited inclusion	93	76.2	36	75.0	31	75.6	25	80.6
3. Included extensively	17	13.9	7	14.6	6	14.6	4	12.9

This question was designed to elicit information about the extent to which ITV was integrated in district planning for curriculum improvement and/or school restructuring. Only one district in ten reported that ITV was not included in school planning. Three-quarters of the districts (76.2%) indicated that ITV had a "limited inclusion" in district planning and about one-in-seven (13.9%) reported that ITV was "included extensively." There were no significant differences among the three regional subgroups in responses to the question.

Conclusions. It would appear, since over 90% of the districts report that instructional video is included to some extent in school district planning, that ITV is well established in school reform and instructional improvement efforts throughout the state. But, since only one district in seven (13.9%) reports that instructional video is "included extensively" in district planning, it cannot be assumed that ITV is widely regarded as a really essential tool in the instructional process.

Question 36: What sources of instructional television support services and resources are available in your district? (circle all that apply)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Regional ITV agency	83	63.8	31	57.4	30	61.2	22	66.7
2. Public Broadcasting Service (PBS) station	102	78.5	37	68.5	38	77.6	25	75.8
3. School ITV/Media/Technology coordinator	58	44.6	25	46.3	17	34.7	15	45.5
4. District office	74	56.9	33	61.1	21	42.9	19	57.6
5. County office of education	95	73.1	40	74.1	30	61.2	24	72.7
6. California Technology Project	64	49.2	30	55.6	18	36.7	16	48.5
7. California Department of Education	53	40.8	27	50.0	14	28.6	11	33.3
8. Other	10	7.7	2	3.7	2	4.1	0	0.0

Of the ten superintendents who wrote in other sources for ITV services, three listed local cable companies, two listed local ITFS systems, two listed the Sacramento Educational Cable Consortium (SECC), two listed the Educational Television Network (ETN), and one listed the district building services/equipment maintenance department.

This question sought to assess the "visibility" of the regional ITV agencies in providing districts with instructional video services in comparison with other providers. The source most frequently identified was "Public Broadcasting Service (PBS) station," recognized by over three-quarters of the districts (78.5%). The second most-identified source was "county office of education" which was picked by just under three-fourths (73.1%) of the districts. There were some small but significant differences in the selection of these two responses among the regional subsamples that suggest some variation in levels of visibility between RETAC and KQED-ITV within their respective service areas.

RETAC is a member-supported consortium of public and private school districts that is located in but is not supported by the Los Angeles County Office of Education. KQED-ITV, located in and heavily subsidized by public television station KQED-TV in San Francisco, does not charge membership fees for ITV services. The responses to the two choices were distributed as follows:

ITV Resource Provider	**Percent of Districts Selecting**			
	All	**RETAC**	**KQED-ITV**	**Other**
Public Broadcasting Service station	78.5	68.5	77.6	75.8
County office of education	73.1	74.1	61.2	72.7
Difference in percentages of choice	5.4	5.6	16.4	3.1

Conclusion. The difference of 16.4% in recognition of the PBS station as a provider of ITV services over the county office indicates that the KQED-ITV region agency more "visible" than the local county office of education in providing instructional video services. On the other hand, within the RETAC service region, the 5.6% difference in perception suggesting that county offices are the more visible ITV service providers is only slightly larger, even though in the opposite direction, than the 5.4% difference among all of the districts in the state-wide sample. Thus, it would appear that within its service area, KQED-ITV has a somewhat higher level of "name recognition" than does RETAC within its region. It should be noted that at least one county in the KQED region relies on KQED for all video support activities.

Question 37: Does your district pay additional membership fees to your regional ITV agency for instructional video support services? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Yes	49	38.9	26	53.1	13	28.9	10	33.3
2. No	55	43.7	16	32.7	25	55.6	12	40.0
3. Don't know	22	17.5	7	14.3	7	15.6	8	26.7

Forty-one superintendents filled in the blank asking for the amount per ADA paid annually for ITV agency membership. Of these 41, only 15 understood the question correctly. Most gave the total amount paid by the district rather than the amount per student. For those who answered correctly, the average amount per ADA ranged from a low of 35 cents to a high of $4.50, with the average being $1.46.

This question was meant to assess the awareness of district leaders about whether or not, and if so how much, the districts paid ITV regional agency membership fees for instructional video services. Three of the seven regional ITV agencies (Santa Clara EMC-ITV, RETAC, and TOC/KOCE) charge member districts or schools fees based upon the average daily attendance (ADA) of students. Nearly one-in-six of the superintendents in the state-wide sample (17.5%) did not know whether or not their districts had to pay ITV agency membership fees for video services. This lack of knowledge about ITV membership fees was true, though, for more than a quarter (26.7%) of the districts in the "other" category, that is, those not located in either the RETAC or KQED-ITV service areas.

Among the districts in the RETAC region, which does charge districts or schools fees for ITV support services, just over half (53.1%) of the districts reported paying an annual fee to the agency and a third (32.7) reported that they did not pay any ITV fees. Since RETAC estimates that 66% of the public school districts in the region were subscribers for ITV agency services in 1990-91, the reports of non-membership by a third of the districts would be expected. About one-in-seven (14.3%) of the districts, however, did not know if a fee for ITV was paid or not.

The districts served without payment of any ITV agency membership fees to KQED-ITV were less aware that they were so served. While over half (55.6%) reported that they did not pay ITV agency fees, well over one fourth (28.9%) believed that the districts *were* paying for ITV services, and one-in-six (15.6%) didn't know.

Forty-one respondents filled in the blank asking for the amount per ADA paid annually for ITV agency membership. Of the 41, only 15 understood the question and provided correct responses. Most of the others reported the total amount paid to the ITV agency by the district instead of the amount paid per student. Of the 15 who did understand what type of response was expected, the average amount per ADA ranged from a low of 35 cents to a high of $4.50 and averaged $1.46. The fees actually charged by the three membership agencies for 1990-91 are Santa Clara EMC-ITV, 88 cents; RETAC, 55-66 cents; and TOC/KOCE, 90 cents.

Conclusion. The CETAP researchers assume that superintendents are generally very knowledgeable about any district funds paid to outside agencies for support services. Thus, the differences in awareness among some of the districts in the RETAC and KQED-ITV regions about whether or not they paid fees for ITV services probably reflects the lack of information about district finances among the district staff personnel delegated to complete the CPB questionnaires more than it does a genuine lack of knowledge about the disbursement of district funds by the superintendents.

Question 38: How satisfied are you with the ITV Agency services provided to the schools in your district? (circle one)

		All		RETAC		KQED		Other	
		N	%	N	%	N	%	N	%
1.	Don't know/Need to know more	29	23.0	7	14.3	15	33.3	6	19.4
2.	ITV Agency services not received	8	6.3	5	10.2	2	4.4	1	3.2
3.	Not satisfied	6	4.8	1	2.0	3	6.7	2	6.5
4.	Somewhat satisfied	47	37.3	20	40.8	14	31.1	13	41.9
5.	Very satisfied	35	27.8	16	32.7	10	22.2	9	29.0

The purpose of this question was to assess the level of satisfaction with ITV agency services held by the district superintendents. The results suggested a fairly widespread lack of knowledge about the value of ITV agency services. While two-out-of three districts expressed satisfaction with ITV agency services (37.3% + 27.8% = 65.1%) nearly a quarter (23.0%) of the state-wide sample chose the "don't know/need to know more" response.

The results also exhibited considerable variation in judgment among the three regional groupings of agencies. Much of the variation in responses among the regional grouping of ITV agencies is between RETAC and KQED-ITV. About one district out of seven (14.3%) in the RETAC region did not express either satisfaction or dissatisfaction with ITV services but fully one third (33.3%) of the KQED-ITV districts withheld judgment. Four out of ten (40.8%) of the RETAC districts reported that they were "somewhat satisfied" with ITV services compared with just over three of ten (31.3%) in the KQED-ITV area. Nearly a third (32.7%) of the districts in RETAC chose the "very satisfied" response in comparison just over one in four (22.2%) in the KQED-ITV area.

Conclusion. The variation in the levels of satisfaction with ITV services between some of the districts in the RETAC and KQED-ITV regions most likely reflects the basic difference in the arrangements for payment or non-payment for membership in an instructional video agency; leaders in the RETAC region districts, which voluntarily elect to pay "extra" for ITV services out of district funds, are much more likely to be aware of and satisfied with the services than would districts, as in the KQED-ITV region, that receive "free" ITV services.

School Principals. The responses to the eight items on the Principal's Questionnaire Addendum made by 419 principals (out of the sample of 497, a 84.3% return rate) were analyzed by the FWL researchers.

Question 37: Which of the following choices best describes the instructional television policy in your school? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Strongly encourages instructional television use	58	14.1	15	15.0	18	12.3	22	16.8
2. Encourages use but leaves to discretion of individual teachers	267	65.1	65	65.0	90	61.2	87	66.4
3. Neither encourages nor discourages use	76	18.5	19	19.0	33	22.4	20	15.3
4. Discourages use but leaves to discretion of individual teachers	6	1.5	1	1.0	3	2.04	2	1.52
5. Strongly discourages instructional television use	3	.7	0	0.0	3	2.04	0	0.0

The principals in the CPB sample were generally very positive in their responses to this item that was intended to assess how well schools regarded instructional video as a part of instructional programs. A very large majority, nearly eight out of ten (14.1 + 65.1 = 79.2%), of the principals indicated that they encouraged teachers to use ITV in their instruction.

Only nine of the 419 principals (about 2%) stated that ITV use was discouraged in their schools. There was no significant variation in the responses to this item among the schools in the three regional subgroups.

Question 38: What sources of instructional television support services and resources are available to your school? (circle all that apply)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Regional ITV agency	105	25.8	30	29.1	27	18.1	41	30.6
2. Public Broadcasting Service (PBS) station	265	65.1	54	52.4	98	65.8	89	66.4
3. School ITV/Media/Technology coordinator	155	38.1	33	32.0	49	32.9	59	44.0
4. Resource or mentor teacher at school site	108	26.5	27	26.2	41	27.5	35	26.1
5. School principal	210	51.6	57	55.3	76	51.0	65	48.5
6. District office	246	60.4	69	67.0	77	51.7	77	57.5
7. County office of education	245	60.1	68	66.0	91	61.1	71	53.0
8. California Technology Project	63	15.5	20	19.4	24	16.1	15	11.2
9. California Department of Education	96	23.6	25	24.3	39	26.2	29	21.6
10. Other	15	3.7	5	4.9	4	2.7	1	.7

Of the 15 principals who indicated other sources of ITV support services, five listed local cable companies, three listed district instructional media centers, and two listed the Educational Telecommunications Network (ETN). AB 1470 grant support, the Sacramento Educational Cable Consortium (SECC), and the Parent-Teacher Association (PTA) were each listed by one principal. One stated that their school could not afford cable installation and that classroom reception of ITV programming was poor. Another stated that they didn't know which services were available.

This item was intended to measure the awareness of principals about the availability of ITV support services. The responses were somewhat similar to those of the district superintendents with respect to the "visibility" of regional ITV agencies and county offices of education as service providers in the RETAC and KQED-ITV areas. The principals responded as follows:

ITV Resource Provider	**Percent of Schools Selecting**			
	All	**RETAC**	**KQED-ITV**	**Other**
Public Broadcasting Service station	65.1	52.4	65.8	66.4
County office of education	60.1	66.0	61.1	53.0
Difference in percentages of choice	5.0	13.6	4.7	13.4

Conclusion. Both agencies collaborate with media department personnel in the county offices in their respective regions. RETAC, however, pays for part of the time of county office media staff representatives in several of its counties to provide ITV support services. As a result school-site contacts in the RETAC region tend more often to be done by county office staff members, thus increasing the visibility of the county media service providers in those areas. In contrast, school-site contacts in the KQED-ITV area are generally made by the staff of ITV utilization specialists from KQED-TV or its partner stations KVIE-TV Sacrament or KVPT-TV Fresno.

Question 39: To what extent is instructional television included as a part of your school-level planning? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Not included	65	15.9	13	13.0	28	19.2	20	15.2
2. Limited inclusion	279	68.0	70	70.0	98	67.1	90	68.2
3. Included extensively	66	16.1	17	17.0	20	13.7	22	16.7

This question was designed to measure the extent to which instructional video is included in school-based instructional planning. Approximately one school in six (15.9%) does not include ITV in planning and a similar proportion (16.1%) includes it extensively. The remaining 68% report that instructional video is included to at least a limited extent in school planning.

Questions 40-42. This set of three items was intended to elicit judgments about the impact of ITV on student learning, student motivation, and teacher effectiveness. Although in each case more than a quarter of the principals declined to make any judgments, choosing instead the response "Don't have enough information to judge impact," their responses tended to be quite positive. More than one-fourth of the principals reported that they thought that ITV had a *considerable* effect on student learning and motivation and more than one out of five (21.8%) believed that it had a similar impact on teacher effectiveness. The set of graphs below illustrates the data in the tables that follow:

Question 40: What is the impact of instructional television on student learning? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Don't have enough information to judge impact	120	30.1	32	32.7	50	35.7	31	23.8
2. Negative effect	1	.3	1	1.0	0	0.0	0	0.0
3. Little or no effect	22	5.5	7	7.1	4	2.9	7	5.4
4. Moderate effect	159	39.8	36	36.7	47	33.6	63	48.5
5. Considerable effect	97	24.3	22	22.4	39	27.9	29	22.3

Question 41: What is the impact of instructional television on student motivation? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Don't have enough information to judge impact	103	25.8	27	27.6	45	32.1	25	19.2
2. Negative effect	1	.3	1	1.0	0	0.0	0	0.0
3. Little or no effect	22	5.5	6	6.1	4	2.9	7	5.4
4. Moderate effect	161	40.4	41	41.8	47	33.6	62	47.7
5. Considerable effect	112	28.1	23	23.5	44	31.4	36	27.7

Question 42: What is the impact of instructional television on teacher effectiveness? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Don't have enough information to judge impact	120	30.1	31	32.0	56	39.7	28	21.5
2. Negative effect	1	.3	0	0.0	1	.7	0	0.0
3. Little or no effect	39	9.8	15	15.5	5	3.5	14	10.8
4. Moderate effect	152	38.1	25	25.8	51	36.2	61	46.9
5. Considerable effect	87	21.8	26	26.8	28	19.9	27	20.8

Conclusion. About 60% of the principals throughout California indicate belief that instructional video has a positive effect upon student learning and motivation and teacher effectiveness. The ITV agencies need to increase their efforts to "reach" the one-fourth of the principals who need to learn more about the impact of instructional television on instructional programs before they are willing to express their judgments.

Question 43: What is the level of use of instructional television in the home by parents? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Don't have enough information to judge use	290	74.6	74	77.9	102	74.5	92	71.9
2. Instructional television is not used in homes	23	5.9	4	4.2	10	7.3	7	5.5
3. Instructional television is occasionally used in homes	68	17.5	14	14.7	24	17.5	25	19.5
4. Instructional television is frequently used in homes	8	2.1	3	3.2	1	.7	4	3.1

This item sought to assess the judgment of principals about the extent of ITV use in homes by the parents of students. Three-quarters (74.6%) indicated that they lacked sufficient information to make a judgment. Fewer than one out of six (17.5%) thought that ITV might be used at least occasionally in homes and the remainder split between no-use and frequent-use.

Question 44: Would you support funding for services to improve the use of television in the home (e.g., to increase educational TV, reduce regular TV watching, etc.)? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Yes	288	72.4	60	62.5	108	76.6	101	77.7
2. No	31	7.8	10	10.4	12	8.5	5	3.8
3. Not sure	79	19.9	26	27.1	21	14.9	24	18.5

The purpose of question 44 was to measure the willingness of principals to support funding for services to increase the use of ITV in homes. Nearly three fourths of the respondents (72.4%) provided positive responses to the question but nearly one out of five (19.9%) was not sure if they would support such funding. There was some variation in the responses provided by the principals in the RETAC and KQED-ITV regions that stood out; the differences were:

ITV Agencies	Percent of Schools Selecting		
	Yes	No	Not Sure
RETAC	62.5	10.4	27.1
KQED-ITV	76.6	8.5	14.9
Difference in percentages of choice	14.1	1.9	12.2

Conclusion. More than three fourths (76.6%) of the principals in the KQED-ITV region were willing to support funding for services that would improve the use of television in homes compared with 62.5% of the principals in RETAC. This means that 14.1%, one of every seven principals in the two regions, in the KQED-ITV area were more willing to provide support services than were the principals in the RETAC service area. In the same vein, more than a fourth of the principals in the RETAC region were not sure about the issue, a difference of one principal in eight (12.2%), in comparison with those (14.9%) in the KQED-ITV area who were not willing to commit themselves on the value of ITV in home situations.

Teachers. The FWL researchers analyzed the responses to the eight items on the Teacher's Questionnaire Addendum made by 632 teachers, out of the sample of 1,042 (60.6% return rate).

Question 48: Does your school or district receive instructional television services from a California regional ITV Agency? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Yes	201	32.8	41	28.3	81	36.3	77	32.8
2. No	63	10.3	23	15.9	15	6.7	23	9.8
3. Not sure	349	56.9	81	55.9	127	56.9	135	57.4

This item was meant to assess the awareness of teachers about whether or not their schools received ITV support services from one of the regional agencies. Well over half (56.9%) of the teachers in the state were either not sure or didn't know if their school was served by an ITV agency. Only about a third (32.8%) were aware that their schools got instructional video support from a regional ITV agency and about one in ten (10.3%) believed that they didn't. There were some slight differences in the responses of the teachers in the RETAC and KQED-ITV regions, as follows:

Teachers Receiving ITV Services	**Percent of Teachers Selecting**		
	Yes	**No**	**Not Sure**
RETAC	28.3	15.9	55.9
KQED-ITV	36.3	6.7	56.9
Difference in percentages of choice	8.0	9.2	1.0

Conclusion. For the most part, the differences can be accounted for by the organizational differences between the two agencies. RETAC's agency membership requirements keep about a third of the schools out of the agency explaining the variation (9.2%) in certain knowledge about whether or not the school received ITV services. The broad public recognition of Channel 9, KQED-TV, in the service area give it considerable visibility and the agency makes a strong effort to disseminate informational materials through the county offices of education throughout the region. These factors likely explains the 8.0% difference in knowledge about membership in the KQED-ITV agency that teachers indicated in comparison with those in RETAC.

Question 49: Have you received any information this year about support services and resources for using instructional television? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Yes	214	35.0	38	26.6	87	38.8	87	37.2
2. No	228	37.3	62	43.4	77	34.4	85	36.3
3. Not sure	169	27.7	43	30.1	60	26.8	62	26.5

Question 49 simply sought to determine whether or not teachers were aware of the availability of instructional video support services. The results indicated that more than a quarter (27.7%) of the teachers in the state were not sure if they'd received any information about ITV during the school year and that nearly equal proportions of the remainder either had (35.0%) or had not (37.3%) received ITV information. Again, though, there was an obvious difference between the RETAC and KQED-ITV subgroups:

Teachers Receiving ITV Information	**Percent of Teachers Selecting**		
	Yes	**No**	**Not Sure**
RETAC	26.6	43.4	30.1
KQED-ITV	38.8	34.4	26.8
Difference in percentages of choice	12.2	9.0	3.3

The difference of 12.2% in those who had received information about ITV-- as well as the 9.0% among those who had not -- between the KQED-ITV and RETAC regions suggests that the outreach efforts of the former agency are more effective at "reaching" teachers.

Conclusion. The staff members of both the KQED-ITV and RETAC agencies would do well to review each others' information dissemination practices for strengths and weaknesses and, as necessary, make adoptions, adaptations, and adjustments of practices "that work."

Question 50: What was the source of information about available instructional television support services? (circle all that apply) (responses were tabulated only for teachers who answered yes to question 49)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Regional ITV Agency	64	29.9	17	44.7	23	26.4	24	27.6
2. Public Broadcasting Service (PBS) Station	78	36.4	9	23.7	40	46.0	29	33.3
3. School ITV/Media/Technology coordinator	73	34.1	16	42.1	24	27.6	32	36.8
4. District office	57	26.6	12	31.6	15	17.2	29	33.3
5. County office of education	104	48.6	10	26.3	47	54.0	45	51.7
6. California Technology Project	15	7.0	4	10.5	4	4.6	7	8.0
7. California Department of Education	17	7.9	3	7.9	6	6.9	7	8.0
8. Other	6	2.8	1	2.6	3	3.4	2	2.3

Other responses included cable network services, mentor teachers, self-inquiry, and bulletins.

This item sought to determine which channels of information about ITV services were the most effective in reaching teachers. On a state-wide basis the most often cited sources, among the 35.0% of teachers who had received information, were the county offices of education (48.6%), the local PBS stations (36.4%), school ITV or technology coordinators (34.1%), regional ITV agencies (29.9%), and district offices (26.6%).

Conclusions about the rather large differences in percentages of teachers selecting some sources, however, between the RETAC and KQED-ITV regions, however, have to be viewed with some caution because of the small sample sizes in each case:

ITV Information Provider	**Percent of Teachers**		
	RETAC	**KQED-ITV**	**Difference**
Regional ITV Agency	44.7	26.4	18.3
Public Broadcasting Service station	23.7	46.0	22.3
School ITV/Technology Coordinator	42.1	27.6	14.5
District Office	31.6	17.2	14.4
County Office of Education	26.3	54.0	27.7

Conclusions. The small number of teachers responding to each of the choices in the question makes a valid statistical comparison impractical. Even so, the magnitude of the differences warrants further investigation into the questions raised, such as: Why do more teachers, about one teacher in five, in the RETAC region receive information provided by the ITV agency than do the teachers in the KQED-ITV area? Why is that situation nearly reversed with regard to getting information from the local PBS stations in the two regions? Why do twice as many teachers in the KQED-ITV service area get ITV information from county offices of education than do the teachers in RETAC?

Question 51: Please assess the support services and resources that are provided by your regional ITV Agency. (circle one number on each line)

All	Not aware of service		Not Useful		Somewhat Useful		Very Useful	
	N	%	N	%	N	%	N	%
a. Introductory ITV utilization workshops	479	84.9	9	1.6	54	9.6	22	3.9
b. Workshops integrating ITV w/ curric. frameworks	471	82.9	8	1.4	62	10.9	27	4.8
c. Distribution of ITV broadcast schedules	308	53.8	14	2.5	148	25.9	102	17.8
d. Providing teacher's guides for ITV series	363	63.8	14	2.5	117	20.6	75	13.2
e. Distribution of newsletters about ITV services	401	70.7	19	3.4	105	18.5	42	7.4
f. Circulation or duplication of videos for school use	385	67.2	10	1.7	79	13.8	99	17.3
g. Assistance in preparing ed. tech. grant proposals	488	86.2	15	2.7	36	6.4	26	4.6
h. Adjusting TV equipment to receive ITV	443	81.9	13	2.4	43	7.9	42	7.8

RETAC	Not aware of service		Not Useful		Somewhat Useful		Very Useful	
	N	%	N	%	N	%	N	%
a. Introductory ITV utilization workshops	115	86.5	1	.8	11	8.3	6	4.5
b. Workshops integrating ITV with curric. frameworks	115	85.2	1	.7	13	9.6	6	4.4
c. Distribution of ITV broadcast schedules	86	62.8	5	3.6	28	20.4	18	13.1
d. Providing teacher's guides for ITV series	93	68.9	1	.7	25	18.5	16	11.9
e. Distribution of newsletters about ITV services	109	81.3	1	.7	16	11.9	8	6.0
f. Circulation or duplication of videos for school use	94	68.6	1	.7	21	15.3	21	15.3
g. Assistance in preparing ed. tech. grant proposals	115	86.5	3	2.3	9	6.8	6	4.5
h. Adjusting TV equipment to receive ITV	103	80.5	3	2.3	11	8.6	11	8.6

KQED	Not aware of service		Not Useful		Somewhat Useful		Very Useful	
	N	%	N	%	N	%	N	%
a. Introductory ITV utilization workshops	176	86.3	5	2.5	20	9.8	3	1.5
b. Workshops integrating ITV with curric. frameworks	174	84.9	5	2.4	20	9.8	6	2.9
c. Distribution of ITV broadcast schedules	99	48.1	3	1.5	69	33.5	35	17.0
d. Providing teacher's guides for ITV series	127	61.1	8	3.8	47	22.6	26	12.5
e. Distribution of newsletters about ITV services	143	69.8	12	5.9	40	19.5	10	4.9
f. Circulation or duplication of videos for school use	134	64.1	4	1.9	33	15.8	38	18.2
g. Assistance in preparing ed. tech. grant proposals	182	88.3	5	2.4	13	6.3	6	2.9
h. Adjusting TV equipment to receive ITV	168	85.7	5	2.6	14	7.1	9	4.6

Other	Not aware of service		Not Useful		Somewhat Useful		Very Useful	
	N	%	N	%	N	%	N	%
a. Introductory ITV utilization workshops	182	83.1	2	.9	22	10.0	13	5.9
b. Workshops integrating ITV with curric. frameworks	176	80.0	1	.5	28	12.7	15	6.8
c. Distribution of ITV broadcast schedules	118	53.4	5	2.3	50	22.6	48	21.7
d. Providing teacher's guides for ITV series	137	62.8	5	2.3	43	19.7	33	15.1
e. Distribution of newsletters about ITV services	144	65.5	5	2.3	47	21.4	24	10.9
f. Circulation or duplication of videos for school use	151	68.9	5	2.3	24	11.0	39	17.8
g. Assistance in preparing ed. tech. grant proposals	184	84.0	7	3.2	13	5.9	15	6.8
h. Adjusting TV equipment to receive ITV	167	79.5	4	1.9	17	8.1	22	10.5

The purpose of this item was to measure the "visibility" and the "utility" of ITV support services among teachers in California. The most evident finding is that more than half of the teachers in the state (53.8%) are not aware of even the most evident service provided the ITV agencies, the publication and distribution of instructional video broadcast schedules. Fewer than four teachers out of ten know that the ITV agencies distribute teacher's guides to accompany instructional video series. More than 80% of the teachers in the state don't know that the ITV agencies will provide them with workshops in how to use instructional video effectively in their teaching or in using ITV to align instruction with the California Curriculum Frameworks.

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Among the minority of teachers who are aware of the services provided by the ITV agencies the services most appreciated as useful the distribution of broadcast schedules, the provision of teacher's guides for ITV series, the circulation or duplication of ITV videos, and the distribution of ITV newsletters. There were no significant differences in the responses of teachers among the regional subgroups of schools in the study.

Conclusions. A great deal more outreach effort is necessary by the ITV agencies, other school improvement and educational technology programs to inform teachers of the availability of instructional television services.

The next item was intended to determine what types of educational technology are used by teachers and how often each technology is used. The averages of the responses of the teachers in the state-wide sample, listed in the next table, were determined on a scale of one to five, where:

1 = Never use
2 = Rarely use
3 = Occasionally use
4 = Often use
5 = Almost daily use

There were no significant differences in the responses of teachers among the regional subgroups of schools in the study.

Question 52: How much do you use educational technology in your classroom? Select the number that matches your level of use for each type of technology below. (circle one number one each line)

	Average Rating (scale from 1 to 5)			
	All	RETAC	KQED	Other
a. Instructional television	2.5	2.5	2.5	2.5
b. Computer	3.1	3.1	3.0	3.3
c. Videocassette recorder (VCR)	3.2	3.1	3.1	3.2
d. Video camera (camcorder)	2.0	1.8	2.0	2.0
e. CD-ROM	1.4	1.3	1.4	1.4
f. Audio tape player/recorder	2.9	3.0	2.8	3.0
g. Laserdisc	1.3	1.4	1.2	1.3
h. Multimedia	1.2	1.2	1.2	1.2
i Telecommunications	1.5	1.4	1.5	1.5
j. Calculator	2.8	2.9	2.8	2.8
k. LCD projection panel/video projector	1.3	1.3	1.3	1.3
l. Other	3.6 (29 resp)	3.3 (4 resp)	4.0 (10 resp)	3.6 (15 resp)

Of the 29 teachers who filled in other types of technology, eight use filmstrips, seven use film projectors, four use slide projectors, and four use overhead projectors. Record players, audio CD players, and large screen TVs for classroom demonstrations were each used by three teachers. Scanners, video capture boards, video microscopes, and close-captioned decoders for the deaf were listed by one teacher each.

Conclusions. The average response of the state-wide sample of teachers on the use of instructional video, 2.5, puts it right between "rarely use" (2.0) and "occasionally use" (3.0). Teachers report considerably more frequent use of VCRs (3.2), computers (3.1), audio tape players (2.9), and calculators (2.8) than they do ITV. Among the "emerging" technologies, the use of video cameras (camcorders) seems to be emerging (2.0) somewhat more than other technologies, such as telecommunications (1.5), CD-ROM systems (1.4), laserdiscs and LCD projectors (1.3), and multimedia systems (1.2).

Question 53: Do you use instructional television in your classroom instruction? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Yes	327	56.9	81	60.4	113	53.8	129	58.1
2. No	248	43.1	53	39.6	97	46.2	93	41.9

This question was meant to sort out the teachers who are non-users of instructional video and to get them, in the next questionnaire item, to identify the reasons why they did not use it. While over half of the respondents (56.9%) reported that they did use ITV in classroom instruction, it is also clear that more than four out of ten teachers (43.1%) in California opt not to use this technology tool. There was some variation in the percentages of teachers reporting that they used instructional video in the RETAC (60.4%) and the KQED-ITV (53.8%) regions. The difference between the two agencies (6.6%), though, is not sufficiently large to assume that it exceeds the limits of sampling error in the CPB study.

Question 54: Which of the following statements describe why you do not use instructional television in your teaching? (circle all that apply) (responses were tabulated only for teachers who answered no to question 53)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. ITV is not a good teaching tool	4	1.6	0	0.0	3	3.1	1	1.1
2. ITV is not appropriate for my students	23	9.3	3	5.7	9	9.3	10	10.9
3. Programs do not "fit" my curriculum	56	22.7	9	17.0	25	25.8	21	22
4. ITV is not compatible with school teaching philosophy	8	3.2	0	0.0	3	3.1	5	5.4
5. Cannot receive ITV or video in school	56	22.7	12	22.6	18	18.6	24	26.1
6. Not enough TVs or VCRs	80	32.4	15	28.3	30	20.9	34	37.0
7. Don't receive information about ITV	103	41.7	31	58.5	29	29.9	41	44.6
8. Programs are not broadcast when I want to use them	48	19.4	5	9.4	24	24.7	19	20.7
9. School cannot record ITV programs	19	7.7	2	3.8	6	6.2	11	12.0
10. Too difficult to get ITV videocassettes	35	14.2	5	9.4	13	13.4	17	18.5
11. Never had any staff development in how to use ITV	89	36.0	21	39.6	30	30.9	36	39.1
12. Not sure of ways to integrate ITV into curriculum	60	24.3	12	22.6	23	23.7	24	26.1
13. Other	38	15.4	7	13.2	16	16.5	15	16.3

Of the 38 teachers who wrote in other reasons for not using ITV, seven stated that there is not enough time to fit the programs into their curriculum. Another seven stated that programming is not available for their particular subject area. The subjects cited were: advanced math, ESL, physical education, special education, and art. Five teachers stated that they have poor reception of ITV broadcasts and four do not use ITV because they do not have cable hook-ups. Four teachers stated that they did not use ITV because it is not in keeping with their personal teaching philosophies. Lack of funding and equipment shortages were each cited by three teachers. Two teachers felt that the available programs are poor in quality and two stated that ITV use is not convenient.

The list of statements about the use of instructional video provided in Question 54 was intended to provide data on the most common reasons that teachers give for not using ITV. The responses illuminate problems in many school settings but they also give insight into the level of care that teachers give to the task of completing survey questionnaires. The most commonly cited reason for not using ITV, "don't receive information about instructional television" (41.7%), supports assumptions that the ITV agencies need to do more to raise awareness among teachers about the benefits of ITV. The lack of knowledge about the rights of teachers to do "off-air" recording and the availability of prerecorded videotapes of ITV programming that underlies the choice by 19.4% who chose "programs are not broadcast when I want to use them" also reflects upon the effectiveness of ITV agency outreach efforts.

In much the same way, the 36.0% who reported that they had "never had any staff development in how to use ITV" and the 24.3% who chose the statement that they were "not sure of ways to integrate ITV into curriculum" reflect a need for additional effort by the ITV agencies to broaden the scope of their professional development programs.

Technical problems with television reception ("cannot receive ITV or video in school," 22.7%) and the lack of television equipment ("not enough TVs or VCRs," 32.4%) make up another common category of utilization problems related to hardware. There were no significant differences in the responses of teachers among the regional subgroups of schools in the study.

Most of the responses provided as "open-ended" answers to the opportunity to provide "other" reasons for not using ITV raise concern about the care that teachers gave to reading the survey questionnaire. All but a few of the open-ended responses could easily be included in the list of "given" reasons. Only the two teachers who stated that they "felt that the available programs [were] poor in quality" really broached new ground. The seven teachers who reported that "programming is not available for their particular subject areas," for example, should have checked the item choice "programs do not 'fit' my curriculum."

Question 55: To what extent do you use state-licensed instructional television programming in your classroom? (circle one)

	All		RETAC		KQED		Other	
	N	%	N	%	N	%	N	%
1. Don't know about state-licensed ITV programming...	327	57.9	80	62.0	117	56.5	123	56.2
2. Aware of programming but don't use it........................	83	14.7	21	16.3	28	13.5	33	15.1
3. Seldom use state-licensed ITV programming	56	9.9	11	8.5	20	9.7	25	11.4
4. Occasionally use state-licensed ITV programming	74	13.1	12	9.3	34	16.4	27	12.3
5. Often use state-licensed programming	24	4.2	5	3.9	8	3.9	10	4.6

This item was designed to assess the extent to which teachers were aware of the CDE program of state-wide multi-year licensing of instructional television series. Almost three-quarters of the teachers didn't know about the ITV licensing program or didn't use it if they knew about it: nearly six out ten teachers (57.9%) admitted that they did not know about state-licensed ITV programming and almost one teacher in seven (14.7%) was aware of the state ITV program but did not use it. Of the state-wide sample, just over a quarter (27.2%) reported that they make any use of state-licensed programming and most of that group (13.1%) reported occasional use.

There were no significant differences in the responses of teachers among the regional subgroups of schools in the study to Question 55.

III. Conclusions

It has been established that, in general, instructional video programming, in combination with staff development services provided by ITV agency personnel, is an effective vehicle for increasing student learning and interest. ITV extends instruction far beyond what print materials alone can provide. Evaluation studies show that educational effectiveness can be increased when video programs are selected and used to support the curriculum and when staff development is targeted to the integration of ITV into instruction. Thus, the emphasis that the ITV agencies place on staff development for the integration of ITV into the curriculum, combined with instructional and curriculum correlation guides produced by the ITV agencies, is critical to the effectiveness of ITV as an instructional tool.

In gathering the information for this report it has become evident that the ITV agencies face a variety of constraints that sometimes make it difficult to provide programming and services equitably to schools. Such constraints include variations in availability of resources such as, broadcast facilities, unreliable sources of funding, and insufficient staff to provide the assistance needed by teachers to make effective use of ITV.

The ITV agencies have, though, demonstrated considerable ingenuity and resourcefulness in overcoming some of the constraints. For example, the agencies have been able to leverage the limited state funding resources to engage other resources such as, county offices of education, public television stations, membership fees, and grants, to facilitate the delivery of video programming and services to make ITV effective. Much of the leveraged support provided by the county offices and public television stations is in-kind while memberships and grants provide direct funding to augment the ITV agencies.

State funding provides the personnel needed to develop and implement ITV support services as well as leveraging a significant amount of direct and in-kind support from county offices, PBS stations and other sources. Without state support, some agencies would be diminished or possibly closed and others would continue but would only serve specified areas where membership strength has been established and where local funding is available. In the latter case, it was reported by the directors of the ITV agencies that local education agencies might choose to purchase ITV services only within their own boundaries. State funding ensures that ITV services go beyond district and county office boundaries and thus promotes equitable access for all students in California. Given a choice, the ITV agency directors prefer state funding over other sources.

VI. Current Status

The state continues to fund the seven regional ITV agencies under the provisions of AB 1470 at 40 cents per pupil. Some agencies are presently expanding the scope of their school support activities to include multimedia systems and other emerging technologies in assisting schools with technology use planning. Other agencies, though, without the resources of those expanding ITV services, are not able to assist in promoting instructional applications of newer "high tech" hardware and software. There is likely to be a growing gap in the ability of the various agencies to tailor such staff development services to schools.

VII. Recommendations

The following recommendations are based on an analysis of the information gathered about each of the ITV agencies combined with input from agency directors and staff members.

Evaluation

1. Conduct a comprehensive analysis of the final report of the CPB *Study of the School Uses of Television and Video* to obtain valid and reliable information about: (a) current levels of use of instructional video, especially of video cassette tape circulation, (b) teacher perceptions of the instructional value of ITV and its effects upon student learning and motivation, (c) knowledge of the availability of instructional video programming and ITV support services, (d) how particular ITV series and programs support state and local curriculum initiatives, and (e) other information needed by the directors of ITV regional agencies and the CDE.
2. Develop uniform procedures for the ITV agencies to conduct local evaluation of the impact of ITV that includes: (a) a set of templates to monitor the implementation of ITV services and record evaluation data, (b) establishing standards for assessing attainment of ITV agency objectives, (c) assessing the impact of ITV agencies in assisting schools to

implement technology as now required by SB 1201, and (d) establishing procedures for the annual collection of evaluation data (after the end-of-year reporting by LEAs in each region) to be analyzed and utilized for subsequent improvement of ITV services.

Compliance With State Initiatives

1. Revise and update the ITV regional agency program goals as appropriate to be consistent with recent California Department of Education initiatives in curriculum, learning resource management, and staff development, as well as the mandates of AB 1470.
2. Consider revising the state's Program Quality Review Criteria to include exemplary uses of ITV to enhance each of the major curriculum areas.
3. Increase dissemination of information to schools about the availability of state-licensed ITV series and of the rights of schools to tape programming and establish school-site video libraries.
4. Increase the inter-agency sharing of resources or collaboration on the development of materials and training components that meet state-wide needs -- such as alignment of ITV programming with the curriculum frameworks. This could be coordinated through CIVC.
5. Establish formal procedures to increase collaboration between the ITV agencies and all of the California Subject Matter projects to encourage use of ITV programming to enhance the curriculum frameworks as was done with the California Literature Project.
6. CIVC should set up procedures to coordinate the production by the ITV agencies or independent television producers of programming that supports the California curriculum frameworks.
7. Provide ITV utilization training should to CDE consultants working in the various curriculum areas, compensatory education, school improvement and restructuring to familiarize them with the availability and potential of ITV programming.

Staff Development

1. Assess the emphasis placed on the use of instructional video and other technologies in pre-service teacher preparation programs with consideration of including ITV utilization in the classroom as a part of pre-service teacher preparation at colleges and universities.
2. Coordinate the delivery of staff development in ITV utilization with the network of CTP regional consortia and the regional resource agencies funded by SB 1882.
3. Explore the feasibility of establishing regional training institutes for teachers or other district staff to become local ITV trainers. The utilization specialists would become trainers-of-trainers while continuing to provide direct training. This initiative should receive state funding and would support the need expressed by all regions for more training and staff.
4. Establish an inter-agency program for the recognition of exemplary use of ITV by teachers. CIVC may be an appropriate sponsor.

Staffing and Services

1. Review the staffing of each of the regional ITV agencies and assess how variation among the agencies affects the equitable delivery of instructional video services in the seven regions and make recommendations for policy to set standards for optimal ITV agency staffing.
2. Review the current operations of the seven regional ITV agencies to determine if equity in the delivery of instructional video services might be improved in any regions or parts

of regions through increased collaboration and sharing of important ITV agency services across regions.

3. Establish specific guidelines for the local educational agency sponsors of the ITV regional agencies to ensure that the agencies have the flexibility necessary to accomplish state-wide responsibilities.
4. Explore the feasibility of block-feed broadcasts of ITV programming to all schools in the state by communications satellite to (a) compensate for variation in regional agency broadcast capabilities and (b) promote the development of school-site video libraries of the state-licensed ITV series.
5. Shift ITV funding now devoted to the publication of regional ITV schedules and catalogs to CIVC to produce a single state-wide instructional video guide that could be maintained on-line in the TRIE database and distributed each year in a print version.

Funding

1. Increase the level of funding for "state buy" ITV programming to the reduce the costs of licensing popular series by each of the regional ITV agencies and at the school site level.
2. Assess the cost-benefits of various modes of delivering ITV state-wide and in specific geographic areas, including via satellite, and recommend future directions for ITV delivery to schools.
3. Explore possibilities for increasing state ITV agency funding to expand services to schools according to documented needs and for funding the purchase of additional video equipment for schools.
4. Evaluate the current method of funding ITV agencies in the context of equity of access and make recommendations for equalizing the access of schools with consideration given to population growth and ITV service delivery constraints in rural areas of the state.
5. Issue the guidelines for ITV agency grant awards before the end of the previous fiscal year so that planning can take place within local education agency planning cycles.
6. Increase the level of state funding to maintain the current constant dollar value of the original 50 cents per pupil. Increased state-level support would increase the equity of access for all students throughout the state.

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Appendix A

Instructional Television Assessment Instruments

- Self-Assessment Inventory
- Assessment of ITV and Media Services
- Additional California-Specific Items for the CPB Survey

INSTRUCTIONAL TELEVISION REGIONAL AGENCY SELF-ASSESSMENT INVENTORY FOR FISCAL YEAR 1990-91

California Department of Education and Far West Laboratory for Educational Research and Development

Agency Title: ____________________

Mailing Address: ____________________

Person(s) providing information for this survey: ____________________

Telephone:

This inventory will provide data needed to complete the report of the California Educational Technology Assessment Project. **Please review the information relevant to your Agency included in the 1989-90 report before completing the form.** For each item provide data about the **1990-91** fiscal year (July 1 to June 30). Also, describe major changes that are **anticipated** for the **1991-92** fiscal year, **if any**. Please be as accurate as possible and don't hesitate to call for assistance.

I. BACKGROUND INFORMATION

1. 1990-91 Service Area. Were there any changes in the geographic area served by the Agency since 1989-90? Yes ☐ No ☐ If yes, describe:

Anticipated 1991-92 changes:

2. 1990-91 Organizational Structure. Were there any changes in the Agency Sponsor or organizational structure of the Agency since 1989-90? Yes ☐ No ☐ If yes, describe:

Anticipated 1991-92 changes:

3. 1990-91 Agency Membership. Were there any changes in the Agency membership requirements or fee structure since 1989-90? Yes ☐ No ☐ If yes, describe:

Anticipated 1991-92 changes:

4. 1990-91 Population Served. In the table below estimate the population of students, teachers, and schools in the Agency's service area in 1990-91 (ITV Agencies that do not charge membership fees may omit the last two columns):

Groups Served	Total Number in Service Area	Number of Agency Members	Percent of Total Agency Members
Public School Students			
Private School Students			
Total Students			
Public School Teachers			
Private School Teachers			
Total Teachers			
Public Schools*			
Private Schools			
Total Schools			

* Include county office programs

Anticipated 1991-92 changes:

5. 1990-91 County Office of Education Service Delivery. In some ITV regions, county offices of education serve as intermediate agencies between the ITV Agency and the schools. Please answer the following questions as they pertain to the county offices in your region.

- Does your ITV Agency provide direct service to county media directors or coordinators or others serving in that capacity? Yes ☐ No ☐

- Considering all of the ITV utilization services and resources provided *directly* to schools in your service area, estimate the proportions of ITV services provided by county office staff personnel in comparison with your Agency staff.

Service Level to Schools

	None	Low		Moderate		Most
Agency	0	1	2	3	4	5
ITV Agency						
County Office						

- To what extent do you think that school-site staff perceive that ITV utilization services are provided by your ITV agency or by media department staff of the county office of education?

School Perception of Source of ITV Services

	None	Low		Moderate		Most
Agency	0	1	2	3	4	5
ITV Agency						
County Office						

- Use this space to describe the method of planning, coordination, and delivery of services between the ITV agency and the county offices:

Anticipated 1991-92 changes:

II. PLANNING AND RESTRUCTURING

1. 1990-91 Needs Addressed. How does your Agency assess the needs of schools in the region for ITV services? Please describe briefly.

Were there any changes in the educational and program needs to be addressed by the Agency for 1990-91? Yes ☐ No ☐ If yes, describe any changes for each category as appropriate:

- Curriculum

- Student Needs

- Staff Development Needs in Region

- Agency Needs (Staff training, membership expansion, etc.)

- Other

2. 1990-91 Planning Procedures. Does your Agency develop an annual plan? Yes ☐ No ☐

- Does your Agency have a formal planning group or policy committee? Yes ☐ No ☐
  If yes, who is represented on the committee? (Give titles and how each member is selected)

- Are any county office of education staff members involved in ITV Agency planning?
  Yes ☐ No ☐ If yes, how often does such involvement occur? Annually ☐ Monthly ☐
  Bimonthly ☐ Other ☐ (Describe)

- What proportion of your Agency's planning group is made up of county office personnel?
  None ☐ Very little ☐ Some ☐ Most ☐ Entirely ☐

- Does the planning group approve the Agency's annual operating plan? Yes ☐ No ☐

- What CDE initiatives or priorities were considered when the plan was developed? Check:
  Curriculum Alignment ☐ Learning Resource Management ☐ Staff Development ☐
  School-Based Technology-Use Planning ☐ Evaluation and Accountability ☐

- To what extent is the Agency plan used as a working document that guides the day-to-day implementation of the annual plan? Check one: Never ☐ Seldom ☐ Often ☐

- Do the any of "consumers" of your Agency's services review and have input to the annual plan? Yes ☐ No ☐ If yes, explain how they are able to provide input.

- How often is the operations plan revised? Never ☐ Monthly ☐ Bimonthly ☐
  Biannually ☐ Annually ☐

3. 1990-91 ITV Utilization Surveys. Has your Agency collected any information related to ITV programs used, evaluation of programs used, level of ITV use, teacher perceptions of student impact, etc.? Yes ☐ No ☐ If yes, describe briefly and attach reports if available:

Anticipated 1991-92 changes:

4. 1990-91 Agency Goals and Priorities. Review the 1990-91 Management Plan that the Agency submitted to the CDE. Were there any changes in goals since 1989-90? Yes ☐ No ☐
If yes, state the changes or new goals:

Anticipated 1991-92 changes:

III. PROGRAM CONTENT AND IMPLEMENTATION

1. 1990-91 Programming Distribution. Please complete the following tables to provide data on the distribution of ITV series programming and videocassettes during 1990-91:

Programming Distribution	Number of Series	Number of Programs	Hours/Week	Hours/Year
PBS Broadcast				
ITFS Broadcast				
Cable Broadcast				
Block Feed (Broadcast)				
Block Feed (Cable)				
Other				
Total	n/a	n/a		

Anticipated 1991-92 changes:

Videocassette Distribution	Number of Series	Number of Programs	Number of Cassettes
Agency Circulation/Loans			
Agency Sales			
County Office Loans			
District Loans			
County Office Sales			
District Sales			
Other			
Total			

Anticipated 1991-92 changes:

2. 1990-91 Professional Development. Estimate the number of teachers and administrators who took part in each of the categories of workshops indicated in the table below and provide the number of workshops of different length that were delivered:

Type of Workshop	Total Number of Participants		Number of Workshops			
	Teachers	Adminis-trators	1/2 Day or Less	One Day	One Day Plus	Total
Basic ITV Utilization (Introductory)						
ITV used to support... English-Language Arts						
History-Social Science						
Science						
Mathematics						
Foreign Language						
Visual and Performing Arts						
Other(s):						
Totals						

Anticipated 1991-92 changes:

3. 1990-91 Support for AB 1470 Project Development. Estimate the number of teachers and administrators who took part in each type of support activity, the days of staff time devoted to each, and the number of workshops of different length given in each category in the table below:

Activity	Total Number of Participants		Est. Days of Staff Time		Number of Workshops			
	Teachers	Adminis-trators	Agency Staff	Other	1/2 Day or Less	One Day	One Day Plus	Total
Technology Use Planning Workshops								
Proposal Development Workshops								
Site-level Project Development Assistance								
Assistance in CTP AB 1470 Training								
Newsletter Articles Related to AB 1470								
Other AB 1470 Support Activities								
Other Resources Contributed (Fill-in):								
Totals								

Anticipated 1991-92 changes:

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4. 1990-91 Publication Production. Use the table below to provide the number of copies of each publication or product produced by your Agency in 1990-91:

Publications Produced or Distributed by ITV Agency	Number of Copies	Approximate Cost to Agency
Program Guides/Schedules		
Agency Newsletters		
Inserts for County Office Newsletters		
Announcements, Brochures, Flyers		
Student Lessons or Worksheets		
Curriculum Integration Guides or Packets		
Series Teachers' Guides (Circulated and Sold)		
Other (Fill-in):		
Total		

Anticipated 1991-92 changes:

5. 1990-91 Support for CDE Priorities. Even though *this was a new requirement* please rate the extent to which your Agency has addressed the recommendations for educational reform stated in the *California Education Summit: Meeting the Challenge, the Schools Respond:*

0 = Not applicable
1 = Sightly addressed
2 = Moderately addressed
3 = Significantly addressed

Then check √ the areas where additional programming is needed to better support the State Summit Guidelines.

CDE Summit Priority	1990-91				91-92 Anticipated			
	0	1	2	3	0	1	2	3
Increasing Accountability and Improving Assessment								
Enhancing the Curriculum								
Improving High School Transitions								
Improving Adult Literacy								
Organizing Effective Services for Children, Youth, Families At Risk								
Restructuring to Improve Student Performance								
Improving Teacher Preparation and Recruitment								

Comments:

6. 1990-91 Collaboration with Other Agencies.

(1) Check √ the appropriate column to indicate the estimated extent of collaboration with each of the agencies listed as follows:

0 = None; 1 = Minimal; 2 = Moderate; 3 = Extensive

(2) Provide examples of important and/or frequent collaborative activities or projects:

Possible Agency Collaborators	**(1) Level**				**(2) Examples**
	0	1	2	3	
CDE Educ. Technology Unit					
County Office Media Dept. Staff					
Subject Matter Projects (e.g. Lit.)					
CIVC and/or Other ITV Agencies					
Local PBS Station(s)					
Local Cable System Operators					
Calif. Tech. Project (CTP)					
CTP Regional Consortia					
SB 1882 Staff Development Consortia					
Educational Telecom. Network					
Professional Associations					
Other(s) (Foundations, etc.)					

7. 1990-91 Evaluation Implementation Procedures. Has your ITV Agency conducted formal evaluations of the impact of any of the following services or activities?

Agency Service or Activity	Yes	No
Basic ITV Utilization Workshops		
Curriculum Alignment Workshops (In-depth)		
AB 1470 Proposal Writing Workshops		
AB 1470 Project Evaluation Workshops		
Other AB 1470 Project Assistance		
ITV Program Guides/Schedules		
ITV Agency Newsletters		
Other Publications (flyers, lessons, etc.)		
Individual Assistance		
Technical Support		
Telephone Assistance		
Other (List)		

- For any items checked yes, briefly explain the evaluation procedure used (e.g., Survey; who completed it and how many? Interview; who was interviewed? By whom?)

- Has your ITV Agency conducted evaluation of ITV programming through teacher surveys, interviews, viewer reaction forms? Yes ☐ No ☐ If yes, describe briefly:

- If your ITV Agency provides services to the media/technology staff personnel of county offices of education in your region, were these services evaluated? Yes ☐ No ☐ If yes, explain briefly:

- Briefly describe the procedures that are used in your region to evaluate ITV programming to (a) make recommendations to the CDE for state-wide licensing and (b) for making decisions about acquiring the rights to distribute ITV series in your region.

Anticipated 1991-92 changes:

IV. FUNDING RESOURCES AND CONSTRAINTS

1. 1990-91 Revenue. Review the 1990-91 budget and enter the amounts of direct funding from each of the following sources. Then put in the total of estimated in-kind (leveraged) support (from Item 2, on the next page) provided for the ITV Agency and calculate the total:

Revenue Sources and Amounts Received for 1989-90	Amount Received
State AB 1470 ITV Grant	$
Membership Fees	
Direct Fiscal Agency/Host Contribution	
Sale of Publications	
Sale of Videotape Cassettes	
Video Duplication Services	
Satellite Services	
Workshop Fees	
Other	
Total Cash Revenue	
Total Leveraged Support	
Total Revenue for 1989-90	

Anticipated 1991-92 changes:

2. Estimated 1990-91 In-kind (Leveraged) Support.

(1) Check √ the level of "in kind" support from other agencies as follows:

0 = None; 1 = Less than expected; 2 = What you would expect; 3 = Beyond expectations.

(2) Briefly describe an example of the type of in-kind support

(3) Estimate and enter the *dollar value* of the in-kind support received by your Agency.

Source of Support/Contributions	(1)Level				(2) Examples	(3) $ Value
	0	1	2	3		
CDE Educ. Technology Unit (Beyond the AB 1470 Grant)						$
Fiscal Agency or Host Institution						
County Office Media Dept. Staff						
Member District Media Dept. Staff						
CIVC and/or Other ITV Agencies						
Local PBS Station or Stations						
Local Cable System Operators						
Calif. Tech. Project (CTP)						
CTP Regional Consortia						
SB 1882 Staff Development Consortia						
Educational Telecom. Network						
Business and Industry Partnerships						
Other (Foundations, etc.)						
Volunteer Assistance						Total Hours

3. 1990-91 Expenditures. Enter separately the amounts of direct funding from the AB 1470 grant and your host agency, the estimated in-kind funding, and of donations for each of the categories of expenditures indicated in the table below:

ITV Agency Expenditures and Funding Sources

(Round to the Nearest $)

	Explanation of Expenditure	AB 1470 ITVGrant	Direct Host Agency Funding	Value of In-kind Host Agnecy Support	Donations/ Grants/Other
1000 Professional Staff Salaries	Agency Director FTE =_______				
	Professional Staff FTE=_______				
	Other (Include FTE):				
	Subtotal for 1000 Series	$	$	$	$
2000 Classified/Support Staff Salaries	Technical Support FTE =_______				
	Clerical Support FTE=_______				
	Other (Include FTE):				
	Subtotal for 2000 Series	$	$	$	$
3000	Staff Benefits:	$	$	$	$
4000 Materials/Supplies	Printing: Guides				
	Printing: Newsletters				
	Video Tapes				
	ITV Program Acquisition				
	Other:				
	Subtotal for 4000 Series	$	$	$	$

(Round to the Nearest $)

	Explanation of Expenditure		AB 1470 ITVGrant	Direct Host Agency Funding	Value of In-kind Host Agnecy Support	Donations/ Grants/Other
5000 Contract Services/Expenses	Services	Consultants: Total FTE____				
		Broadcast Services				
		Video Duplication				
	Expenses	Facilities				
		Travel				
		Subtotal for 5000 Series	$	$	$	$
Indirect Costs:	Indirect costs are not a required item and can only be entered when a rate has been established. Indirect costs computations exclude the 6000 category. Rate_________%			▨	▨	▨
6000 Capital Outlay	Equipment	Computers				
		VCRs				
		Other:				
		Subtotal for 6000 Series	$	$	$	$
		TOTALS	$	$	$	$
					GRAND TOTAL	

Anticipated 1991-92 changes:

4. 1990-91 Allocation of Agency Staff Time. Estimate the amounts of Agency staff time in FTEs for each category of staff that was allocated to each category of activities in the table below:

Activity Category	Agency Director	Professional Staff	Technical/ Clerical Support	Contract Services	Total FTE (Can exceed 1.0)
Planning and Management					
Professional Development					
Publications Production					
Video Production					
Marketing Membership					
Marketing ITV					
Video Duplication					
Video Circulation					
Agency Assessment					
AB 1470 Grant Assistance					
Total FTE*					

* Must equal FTEs shown on pages 12 and13

Other Staff Support. Have any volunteers or staff members not identified above from other offices or agencies allocated time to any of these or other activities? Yes ☐ No ☐ If yes, describe the level of staff support (in amount of time or in percent of FTEs, as above), the activity performed, and the contributing agency in the space below:

Anticipated 1991-92 changes:

11

5. 1990-91 Factors Facilitating or Impeding ITV Agency Service Delivery. Review each of the following factors and rate the extent to which each was a facilitating factor or an impediment to the ability of the Agency to deliver effective services. Add any comments in the spaces provided. *Circle the rating according to the following:*

- 3 = Major impediment
- 2 = Moderate impediment
- 1 = Slight impediment
0 = Not a factor that affects agency operations
+1 = Slight facilitating factor
+2 = Moderate facilitating factor
+3 = Major facilitating factor

	Rating (Circle One) (-) ←→ (+)
A. Geographic size of service area	-3 -2 -1 0 +1 +2 +3
Comments:	
B. Interaction with Agency Sponsor	-3 -2 -1 0 +1 +2 +3
C. Interaction with California Department of Education (CDE)	-3 -2 -1 0 +1 +2 +3
D. Interaction with county office media departments in service area	-3 -2 -1 0 +1 +2 +3
E. Recruiting districts or schools for ITV membership services	-3 -2 -1 0 +1 +2 +3
F. Changes in demographics of population in service area	-3 -2 -1 0 +1 +2 +3
G. Capabilities of ITV broadcasting equipment	-3 -2 -1 0 +1 +2 +3
H. Capabilities of ITFS broadcasting equipment	-3 -2 -1 0 +1 +2 +3
I. Distribution of videotape cassettes to schools	-3 -2 -1 0 +1 +2 +3
J. Level of support from CDE	-3 -2 -1 0 +1 +2 +3

Rating (Circle One)
(-) ← | → (+)

K. Level of support from host agency	-3 -2 -1 0 +1 +2 +3
L. Level of support from membership fees	-3 -2 -1 0 +1 +2 +3
M. Staff available to provide professional development training	-3 -2 -1 0 +1 +2 +3
N. Capabilities for producing and distributing ITV publications	-3 -2 -1 0 +1 +2 +3
O. Capabilities for assessing impact of Agency services on ITV utilization	-3 -2 -1 0 +1 +2 +3
P. Assisting the development and implementation of AB 1470 Grants	3 -2 -1 0 +1 +2 +3

Q. Describe and rate other factors that affect the ability of the agency to deliver services:	
1.	-3 -2 -1 0 +1 +2 +3
2.	-3 -2 -1 0 +1 +2 +3
3.	-3 -2 -1 0 +1 +2 +3
4.	-3 -2 -1 0 +1 +2 +3

V. OUTCOMES

1. Influence of AB 1470 on ITV Use. Estimate the extent to which the AB 1470 School- Based Educational Technology Grant projects in your service area that include ITV might increase their utilization of ITV and instructional video over the next two years:

Not enough information to estimate ☐
Slight increase ☐
Moderate increase ☐
Significant increase ☐

Comments:

2. 1990-91 Marketing Effort and Impact. Use the following table to estimate the *level of effort*, *allocation of Agency funding*, and *level of impact* for each of the ITV marketing activities listed:

Total Amount. Estimate the total amount of Agency budget from each source below that is devoted to marketing activities:

$ ____________ AB 1470
$ ____________ Host Agency
$ ____________ In-kind

n/a = Not applicable or none; 1 = Low; 2 = Moderate; 3 = High

Percent Budget = Estimated percent of total Agency budget allocated for each activity

Marketing Activity	n/a	Percent of Budget		Level of Effort			Level of Impact		
		AB 1470	In-kind	1	2	3	1	2	3
Publication of ITV Agency Guide/Schedule									
Publication of Newsletters									
Announcements, Brochures, Flyers									
Publication of Articles in Journals and Magazines									
Public Service Announcements on PBS Stations									
Exhibit Booth at Conferences*									
Making Presentations at Conferences*									
Supporting or Facilitating ITV User Groups									
Providing Awards for Exemplary ITV Users									
Public Relations Efforts with Policy Makers									
Other (Fill-in)									

* Include Expenses

Anticipated 1991-92 changes:

3. 1990-91 Teacher ITV Use. Please estimate the percentages of elementary, middle grades, and high school teachers in your service area who use instructional video at each grade level stated below. **Note:** The total for each grade level and the overall total should equal 100%.

Level of ITV Use	Elementary Teachers	Middle Grades Teachers	High School Teachers	Total of All Teachers
Never				
Once or Twice a Month (Rarely)				
Once or Twice a Week (Occasionally)				
Three or Four Times a Week (Often)				
Almost Every Day (Very Often)				
Total	100%	100%	100%	100%

Anticipated 1991-92 changes:

4. Support for Curriculum Framework Alignment. Please rate the extent to which there are effective ITV series or programs currently available from your ITV agency to help schools align instruction with and support the California State Curriculum Frameworks. Write in the number that matches your judgment:

1 = Little or no programming available
2 = A few programs available
3 = An adequate number of programs available
4 = An abundance of programs available

Check √ the areas where additional programming is needed to better support the State Curriculum Frameworks.

Curriculum Framework Area	Grade Level													
	Pre-K		K-2		3-5		6-8		9-12		K-12		Adult	
		√		√		√		√		√		√		√
English-Language Arts														
History-Social Science														
Science														
Mathematics														
Foreign Languages														
Visual and Performing Arts														
Health														
Critical Thinking Skills														
Human Relations														
Other (Fill-in)														

Comments:

5. Effectiveness of Programs Used in 1990-91. List in rank order the five ITV series/programs (distributed in your region by any means) that you would consider as having the greatest educational value and impact on students for each of the areas listed below.

General Topic	Total No. of Programs Available by Topic	ITV Series/Titles	Source		
			State License	Agency License	Local Production
English-Language Arts		1.			
		2.			
		3.			
		4.			
		5.			
History-Social Science		1.			
		2.			
		3.			
		4.			
		5.			
Science		1.			
		2.			
		3.			
		4.			
		5.			
Mathematics		1.			
		2.			
		3.			
		4.			
		5.			
Visual and Performing Arts		1.			
		2.			
		3.			
		4.			
		5.			
Foreign Languages		1.			
		2.			
		3.			
		4.			
		5.			
Health and Drug Education		1.			
		2.			
		3.			
		4.			
		5.			
Physical Education		1.			
		2.			
		3.			
		4.			
		5.			

General Topic	Total No. of Programs Available by Topic	ITV Series/Titles	Source		
			State License	Agency License	Local Production
Critical Thinking		1.			
		2.			
		3.			
		4.			
		5.			
Human Relations		1.			
		2.			
		3.			
		4.			
		5.			
Interest-Attitude		1.			
		2.			
		3.			
		4.			
		5.			
Study Skills		1.			
		2.			
		3.			
		4.			
		5.			
Other:________________ ____________________		1.			
		2.			
		3.			
		4.			
		5.			

6. 1990-91 Use of State Licensed Series. Are the ITV series licensed by the state actually used? Check the box that matches your estimate the percentage of "state buy" programming that is used by the schools in your region:

0-20% ☐ 21-40% ☐ 41-60% ☐ 61-80% ☐ 81-100% ☐

7. Continuing State ITV Licensing. Do you believe that the CDE should continue to license ITV series? Yes ☐ No ☐ Not sure ☐ Briefly explain your answer:

8. 1990-91 Impact of Services. Rate the perceived effectiveness and need for additional services provided by the Agency as follows:

ITV Agency Activity	Not Offered	Level of Effectiveness*				Need for Increased Service				Data Source	
		Not Sure	Somewhat	Moderate	High	None	Slight	Moderate	High	Survey of Users	Comments of Users
Basic ITV Utilization Workshops											
Curriculum Framework Alignment Workshops (In-depth)											
AB 1470 Proposal Writing Workshops											
AB 1470 Evaluation Workshops											
Other AB 1470 Project Assistance											
Program Guides/Schedules											
Agency Newsletters											
Other Publications (flyers, lessons, etc.)											
Individual Assistance											
Technical Support											
Telephone Assistance											
Other: (List)											

* Effectiveness ratings are based on feedback from educators who utilized Agency resources. Feedback can range from completion of workshop evaluation surveys to informal comments and testimony. Please check the appropriate "data source" box to indicate the source of the information for your rating.

9. Most Valuable Service. Considering all of the services and resources provided by your ITV Agency, what is the most important and valued service for 1990-91?

10. Other Information. Please describe any other information that you believe is relevant to the operation of your ITV Agency:

VI. RECOMMENDATIONS

For assistance or further information related to the completion of this form contact John Cradler or James Eckenrod, 415-565-3108 or 415-344-7046; FAX 415-565-3012

COUNTY AND DISTRICT MEDIA DIRECTORS

ASSESSMENT OF ITV & MEDIA SERVICES

Far West Laboratory March 1991

Person Completing Assessment: ______________________ **Title:** ____________________

County Office of Education or District: ________________________________

Address: ____

Telephone: ____

Purpose of Survey. As part of the California Educational Technology Assessment Project, the Far West Laboratory is collecting information about the services provided by the regional Instructional Television (ITV) Agencies. The Office of Educational Technology of the California Department of Education provides an annual grant from AB 1470 funds of 40 cents per ADA to the ITV agencies to provide instructional video services. The state grant is generally considered "seed" money and local ITV agencies raise additional funds and provide substantial in-kind support to provide the wide range of services offered. This survey will provide important information about ways to increase coordination among county offices of education (COEs), the ITV agencies, and other regional service agencies.

If a COE, provide numbers of:	**If a district, provide numbers of:**
School districts in county ______	Schools in district _______
Districts subscribing to COE media services _____	Elementary _____ MS _____ HS______
Total number of Students served _________	Students served __________

1. Name(s) of the ITV agency (or agencies) that serve(s) your county/district? __________________

2. Does the ITV agency charge fees for ITV services to the COE? (circle one):
   Yes 1
   No 2

   If yes, how much is charged? .... Per ADA: $__________
   TOTAL: $__________

3. Does the ITV agency charge fees for ITV services to school districts? (circle one):
   Yes 1
   No 2

   If yes, how much is charged? .... Per ADA: $__________
   TOTAL: $__________

4. Does the ITV agency have a formal advisory/executive council? (circle one):
   Yes 1
   No 2
   Don't know 3

5. If yes, how often does your media center participate in the council? (circle one):

	Not at All		Occasionally		Regularly
	1	2	3	4	5

6. How much input does your media center provide in planning and implementation of ITV services offered by the ITV agency in your county? (circle one):

	None		Some		A great deal
	1	2	3	4	5

7. Indicate which ITV agency services are provided and rate the need and adequacy of each service:
- Circle **Y** or **N** to indicate if the service is provided by the ITV agency.
- Rate the perceived **need for** teachers to have access to each service by circling the appropriate number.
- Rate the **quality** of each service that is provided by the ITV agency by circling the appropriate number.

Type of ITV service/resource:	Service provided?		Need for service					Quality of service				
			None		Moderate		Great	Poor		Average		Good
a. Broadcast on PBS station	Y	N	1	2	3	4	5	1	2	3	4	5
b. Broadcast on ITFS system	Y	N	1	2	3	4	5	1	2	3	4	5
c. Delivered on cable	Y	N	1	2	3	4	5	1	2	3	4	5
d. Master tapes provided for copying	Y	N	1	2	3	4	5	1	2	3	4	5
e. Videotape cassettes loaned from COE	Y	N	1	2	3	4	5	1	2	3	4	5
f. Video cassettes purchased from COE	Y	N	1	2	3	4	5	1	2	3	4	5
g. Videotape cassettes loaned from district	Y	N	1	2	3	4	5	1	2	3	4	5
h. Video cassettes purchased from district	Y	N	1	2	3	4	5	1	2	3	4	5
i. Via satellite (NISS) downlink	Y	N	1	2	3	4	5	1	2	3	4	5
j. Broadcast schedules/catalogs	Y	N	1	2	3	4	5	1	2	3	4	5
k. Newsletters	Y	N	1	2	3	4	5	1	2	3	4	5
l. Teacher guides	Y	N	1	2	3	4	5	1	2	3	4	5
m. ITV utilization workshops	Y	N	1	2	3	4	5	1	2	3	4	5
n. AB 1470 project planning	Y	N	1	2	3	4	5	1	2	3	4	5
o. Previewing new ITV programming*	Y	N	1	2	3	4	5	1	2	3	4	5
p. ITV series licensing/acquisition**	Y	N	1	2	3	4	5	1	2	3	4	5
q. Distance learning (access & information)	Y	N	1	2	3	4	5	1	2	3	4	5
r. Other (specify): ____________________	Y	N	1	2	3	4	5	1	2	3	4	5
s. Other: ____________________	Y	N	1	2	3	4	5	1	2	3	4	5

* Evaluation process for state or local decisions to license or acquire ITV broadcast rights

** Ensures that schools do not violate copyright protection of television productions

8. Describe major strengths of the ITV agency's service delivery: ____________________

____

____

9. Describe any major problems/weaknesses with the ITV agency's service delivery: ____________

____

____

10. What proportion of staff development and other services related to the use of instructional video are provided directly to schools by the ITV agency staff instead of the COE or district media center staff? (circle the appropriate number for each):

	None		Some		All
a. ITV Agency	1	2	3	4	5
b. Media Center	1	2	3	4	5

11. Indicate which media services are provided by the COE to districts or by the district to schools and rate the levels of use and value of each service:

- Circle **Y** or **N** to indicate if the service is provided by the COE or district media center.
- Rate the shown or perceived **level of use** by teachers of each of the media services by circling the appropriate number.
- In your own judgment, based on input from users, rate the **value** of each service provided by circling the appropriate number.

Type of ITV service/resource:	Service provided?		Need for service					Quality of service				
			None		Moderate		Great	Poor		Average		Good
a. Library/print materials	Y	N	1	2	3	4	5	1	2	3	4	5
b. Film circulation	Y	N	1	2	3	4	5	1	2	3	4	5
c. Stand-alone title video circulation	Y	N	1	2	3	4	5	1	2	3	4	5
d. ITV series video circulation	Y	N	1	2	3	4	5	1	2	3	4	5
e. State-licensed video series	Y	N	1	2	3	4	5	1	2	3	4	5
f. Videos recorded from satellite downlink	Y	N	1	2	3	4	5	1	2	3	4	5
g. Interactive teleconferences	Y	N	1	2	3	4	5	1	2	3	4	5
h. Non-interactive teleconferences	Y	N	1	2	3	4	5	1	2	3	4	5
i. Distance learning demonstration center	Y	N	1	2	3	4	5	1	2	3	4	5
j. Multimedia telecommunications	Y	N	1	2	3	4	5	1	2	3	4	5
k. Computer demonstration center	Y	N	1	2	3	4	5	1	2	3	4	5
l. Multimedia demonstration center	Y	N	1	2	3	4	5	1	2	3	4	5
m. Computer software collection	Y	N	1	2	3	4	5	1	2	3	4	5
n. Other (list): ______________________	Y	N	1	2	3	4	5	1	2	3	4	5
o. Other: ______________________	Y	N	1	2	3	4	5	1	2	3	4	5

12. Do you believe that ITV services could be provided more effectively in other ways? If yes, please explain briefly: ____

____

____

____

____

____

____

13. Do you believe that state support of 40 cents per ADA to augment regional ITV services should be... (circle one):

Increased 1
Decreased 2
Reallocated 3
Not changed 4
Other (describe): ______________________________ 5

14. Considering the needs of teachers and students, the services now provided by ITV agencies, and the services that your center provides, would you like to see the present system of state support for ITV services and other media/technology services changed? (circle one):

Yes 1
No 2
Don't know 3

If yes, how would you restructure the media support system? (describe):

15. Do you believe that the ITV agencies should broaden the scope of services to include such things as multimedia, teleconferences, distance learning, etc., above what they now provide? (circle one):

Yes 1
No 2
Don't know 3

If yes, suggest additional services that might be appropriate. (describe):

16. The ITV agencies, the Regional Consortia of the California Technology Project, the county offices of education, and the Staff Development Consortia funded under Senate Bill 1882 all provide regional support services to districts and schools in California.

Indicate your preference: (circle one):

These services are adequate as presently delivered 1
These services should be better coordinated 2
Consolidation of some regional services should be considered 3
I don't have enough information to respond 4

If 2 or 3 was circled, please explain:

17. Provide other comments or suggestions:____

Please complete this assessment questionnaire and return by May 17, 1991 to:

John Cradler, Program Director
Educational Technology
Far West Laboratory
730 Harrison Street
San Francisco, CA 94107-1242

If you have any questions about the survey please call at:

Telephone: (415) 565-3018

Additional California-Specific Items for the CPB Survey
1/3/91

Items for Teacher Questionnaire

Read this before answering questions 1-4.

The California Department of Education awards an annual grant of 40 cents for each student enrolled in the public schools in your area to one of seven regional Instructional Television (ITV) Agencies. The ITV Agencies use these funds to provide programming and staff development services and resources to schools, districts, and County Offices of Education to facilitate the utilization of Instructional Television in classrooms and at home. Each Agency provides access to ITV programs through videocassette copies, broadcast, cable, program schedules, newsletters, and teacher's guides to help integrate ITV into the curriculum. ITV Agencies also provide staff development workshops on using ITV through County Offices of Education and school districts. County and district media departments often distribute ITV resources to schools.

1. **Does your school or district receive ITV services from a California regional ITV Agency?**

	(Circle one)
Yes	1
No	2
Not Sure	3
Don't know	4

2. **Have you received any information this year about support services and resources for using instructional television or video that are provided by your regional ITV Agency?**

	(Circle one)
Yes	1 --> *Continue with Question 3*
No	2 --> *Skip to Question 4*
Not Sure	3 --> *Skip to Question 4*

3. **What was the source of information about available ITV support services?**

	(Circle all that apply)
Regional ITV Agency	1
PBS Station	2
School ITV/Media/Technology Coordinator	3
District Office	4
County Office of Education	5
California Technology Project	6
California Department of Education	7
Other (fill-in)____________________	8

4. How do you evaluate the support services and resources that are provided by your regional ITV Agency? Rate each ITV Agency service listed below on each of the following two scales:

(1) Use of ITV Agency Services	(2) Rating of ITV Agency Services
1 = Not aware of service --> *Skip scale (2)*	1 = Of limited use
2 = Aware of it but don't use --> *Continue with scale (2)*	2 = Somewhat useful
3 = Aware of and use --> *Continue with scale (2)*	3 = Very useful

ITV Support Services *(Circle one number in each part)*

		(1) Use			(2) Rating		
a.	Introductory ITV Utilization Workshops	1	2	3	1	2	3
b.	Workshops on integrating ITV with Curriculum Frameworks	1	2	3	1	2	3
c.	Distribution of ITV broadcast schedules	1	2	3	1	2	3
d.	Providing teacher's guides for ITV series	1	2	3	1	2	3
e.	Distribution of newsletters about ITV services	1	2	3	1	2	3
f.	Circulation or duplication of ITV videocassettes for school use	1	2	3	1	2	3
g.	Assistance in preparing Educational Technology Grant proposals	1	2	3	1	2	3
h.	Adjusting television equipment to receive ITV	1	2	3	1	2	3

5. How much educational technology do you and your students use? Select the number that matches your level of use of each type of technology from the following scale:

1 = Never
2 = Rarely
3 = Occasionally
4 = Often
5 = Almost daily

Type of Technology Used for Instructional Purposes: *(Circle one number on each line)*					
a. ITV	1	2	3	4	5
b. Computer	1	2	3	4	5
c. VCR	1	2	3	4	5
d. Camcorder (Video camera recorder)	1	2	3	4	5
e. CD-ROM*	1	2	3	4	5
f. Audio tape player/recorder	1	2	3	4	5
g Laser disc player	1	2	3	4	5
h. Multimedia systems*	1	2	3	4	5
i. Telecommunications*	1	2	3	4	5
j. Calculator	1	2	3	4	5
k. LCD projection*	1	2	3	4	5
l. Other (fill-in) ______	1	2	3	4	5

* *CD ROM*: Compact disc read-only memory; hard disc storage system
Multimedia: Laser disc players integrated with microcomputer system
Telecommunications: Voice and data communications; includes telephone service, data networks, cable television, microwave, and satellite receiving
LCD: Liquid crystal display projection panel or video projector

6. **(Answer *only* if you do NOT use ITV in your classroom instruction.) Which of the following statements describes *why* you do not use instructional television in your teaching?**

a. Doubt the value of ITV:	*(Circle as many as apply)*
Not a good teaching tool	1
Not appropriate for my students	2
Not compatible with school's teaching philosophy	3
Programs do not "fit" my curriculum	4
b. Have not had access to ITV	
Cannot receive ITV in school	5
Not enough television sets or VCRs	6
Don't receive information about ITV	7
Programs are not broadcast when I want to use them	8
School cannot record ITV programs	9
Too difficult to get ITV videocassettes	10
c. Have not had staff development	
Never had any staff development in how to use ITV	11
Not sure of ways to integrate ITV into the curriculum	12
d. Other (fill-in)	13

Items for Superintendent's Questionnaire

1. To what extent is Instructional Television (ITV) included as a part of district planning?

(Circle One)

a. None	1
b. Limited	2
c. Extensive	3

Read this before answering questions 2-4.

The California Department of Education awards an annual grant of 40 cents for each student enrolled in the public schools in your area to one of seven regional Instructional Television (ITV) Agencies. The ITV Agencies use these funds to provide programming and staff development services and resources to schools, districts, and County Offices of Education to facilitate the utilization of Instructional Television in classrooms and at home. Each Agency provides access to ITV programs through videocassette copies, broadcast, cable, program schedules, newsletters, and teacher's guides to help integrate ITV into the curriculum. ITV Agencies also provide staff development workshops on using ITV through County Offices of Education and school districts. County and district media departments often distribute ITV resources to schools.

2. What sources of ITV support services and resources are available in your district?

(Circle all that apply)

a. Regional ITV Agency	1
b. PBS Station	2
c. District Office	3
d. School ITV/Media/Technology Coordinators	4
d. County Office of Education	5
e. California Technology Project	6
f. California Department of Eduction	7
g. Other (fill-in)________________________________	8

3. Does your district pay additional membership fees to your regional ITV Agency for instructional video support services?

(Circle One)

a. I don't know	1
b. No	2
c. Yes	3 --> *Annual district membership fee (ADA):*______

4. How satisfied are you with the ITV Agency services provided to the schools in your district?

(Circle one)

a. Need to know more	1
b. Not satisfied	2
c. Somewhat satisfied	3
d. Very satisfied	4

Items for the Principal's Questionnaire

1. Which of the following choices best describes the ITV policy in your school?

	(Circle one)
a. Strongly encourage ITV use	1
b. Encourage use but leave to discretion of individual teachers	2
c. Neither encourage nor discourage use	3
d. Discourage use but leave to discretion of individual teachers	4

Read this before answering questions 1-4.

The California Department of Education awards an annual grant of 40 cents for each student enrolled in the public schools in your area to one of seven regional Instructional Television (ITV) Agencies. The ITV Agencies use these funds to provide programming and staff development services and resources to schools, districts, and County Offices of Education to facilitate the utilization of Instructional Television in classrooms and at home. Each Agency provides access to ITV programs through videocassette copies, broadcast, cable, program schedules, newsletters, and teacher's guides to help integrate ITV into the curriculum. ITV Agencies also provide staff development workshops on using ITV through County Offices of Education and school districts. County and district media departments often distribute ITV resources to schools.

2. What sources of ITV support services and resources are available to your school?

	(Circle all that apply)
a. Regional ITV Agency	1
b. PBS Station	2
c. School ITV/Media/Technology Coordinator	3
d. Resource or mentor teacher at school-site	4
e. The school principal	5
f. District Office	6
g. County Office of Education	7
h. California Technology Project	8
i. California Department of Education	9
j. Other (fill-in)________________________________	10

3. To what extent is ITV included as a part of school level planning?

	(Circle one)
a. None	1
b. Limited	2
c. Extensive	3

Read this before answering questions 4-6

Think about all of the information about the effects of ITV on teaching and learning that you receive from teachers, classroom observations, and through comments from parents. What is the impact of ITV on students? On teachers? On the community?

4. What is the impact of ITV on students?

a. Impact on student learning	*(Circle one)*
Don't have enough information to judge impact	1
Negative effect	2
Little or no effect	3
Moderate effect	4
Significant effect	5

b. Impact on student motivation	*(Circle one)*
Don't have enough information to judge impact	1
Negative effect	2
Little or no effect	3
Moderate effect	4
Significant effect	5

5. What is the impact of ITV on teacher effectiveness?

	(Circle one)
a. Don't have enough information to judge impact	1
b. Negative effect	2
c. Little or no effect	3
c. Moderate effect	4
d. Significant effect	5

6. What is the impact of ITV on the community?

	(Circle one)
a. Don't have enough information to judge impact	1
b. Negative effect	2
c. ITV is not used in homes	3
c. Occasional ITV use in homes is reported	4
d. ITV use in homes is often reported	5

Contact John Cradler regarding these survey items at Far West Laboratory, 415-344-7046

ADDITIONAL QUESTION FOR TEACHER QUESTIONNAIRE 3 JAN 91

7. To what extent do you use state-licensed ITV programming? The following are examples of state-licensed series: ***Take a Look; It Figures; More Books From Cover to Cover; Newscast From the Past; America Past; Teletales; Books From Cover to Cover; Second Voyage of the Mimi.***

	(Circle one)
Don't know about the state-licensed ITV series	1
Aware of the state-licensed programming but don't use it	2
Seldom use state-licensed ITV programs	3
Use state-licensed programming occasionally	4
Often use state-licensed programming	5